DOCUMENT RESUME

ED 381 619 CE 068 699

TITLE	Business Education Framework for Nebraska Schools. Kindergarten through Grade Twelve.
INSTITUTION	Nebraska State Dept. of Education, Lincoln.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	94
CONTRACT	V048A1002700
NOTE	88p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Business Education; Competence; *Competency Based Education; *Educational Improvement; Educational Trends; Elementary Secondary Education; Futures (of Society); *Integrated Curriculum; State Curriculum Guides; *State Standards
IDENTIFIERS	*Nebraska

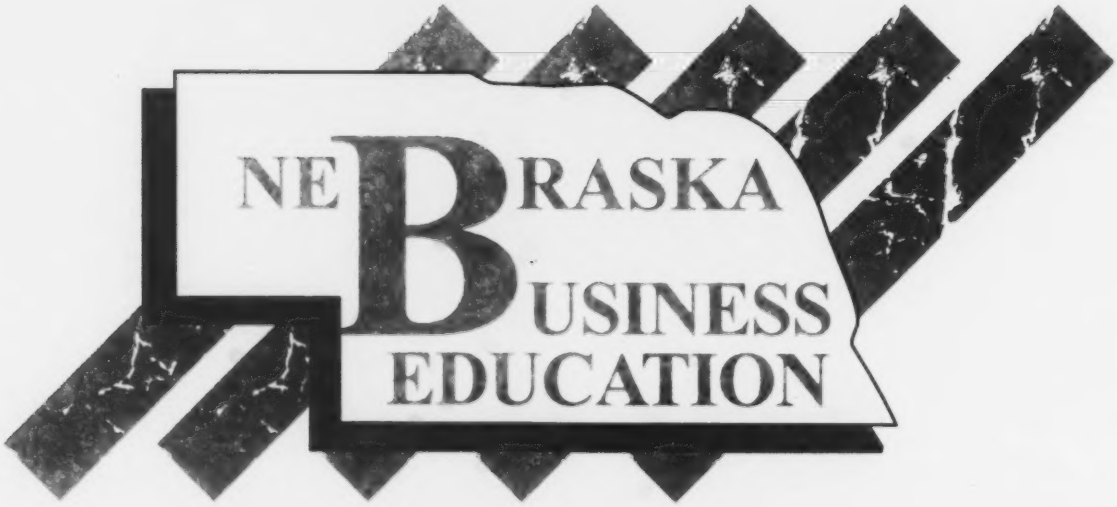
ABSTRACT

This document contains the Nebraska Curriculum Framework for K-12 business education. The framework provides essential strategies for designing curriculum, instructional programs, and best practices necessary for effective teaching and learning. The business education framework was designed to be used by schools in examining current curriculum, determining important revisions, and considering the implementation of national standards such as those being developed by the National Business Education Association. The document contains the following components: (1) overview--purpose and definition of a curriculum framework; essential elements for quality programs; planning for business education in Nebraska, the business education strategic plan (four phases); a format for performance standards, with examples; and a business education framework model; (2) performance standards for enhancing curriculum integration K-12; (3) essential skills and concepts and performance standards; (4) business administration performance standards; (5) information technology performance standards; (6) assessment; and (7) base components. Four appendixes profile two tech prep implementation models and a high performance learning model and list 22 references. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 381 619

Business Education Framework
for Nebraska Schools



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

CE068497

Kindergarten
through
Grade Twelve

BEST COPY AVAILABLE

Copyright © 1994 by the
Nebraska Department of Education.
Published by the Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509

All rights reserved.

The Business Education Framework was developed by the Nebraska Department of Education through funding provided by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #V048A1002700 with the State of Nebraska.

Adopted by the Nebraska State Board of Education October 7, 1994.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, or national or ethnic origin in its educational programs, admissions policies, employment policies or other agency-administered programs.

TABLE OF CONTENTS

Foreword i
Letter to Colleagues iii
Acknowledgments v
Explanation of Framework vii
OVERVIEW 1
Purpose and Definition of a Curriculum Framework 1
Essential Elements for Quality Programs 2
Planning for Business Education in Nebraska 6
Business Education Strategic Plan 7
Phase 1 8
Phase 2 10
Phase 3 30
Phase 4 30
Format for Performance Standards 31
Definition of a Performance Standard 31
Definition of Instructional Content 31
Example of Performance Standard 32
Business Education Framework Model 34
PERFORMANCE STANDARDS FOR ENHANCING CURRICULUM INTEGRATION K-12 39
ESSENTIAL SKILLS AND CONCEPTS PERFORMANCE STANDARDS 41
BUSINESS ADMINISTRATION PERFORMANCE STANDARDS 53
INFORMATION TECHNOLOGY PERFORMANCE STANDARDS 67
ASSESSMENT
BASE COMPONENTS
APPENDIX
Tech Prep Implementation Models . . . . . APPENDIX A-B
High Performance Learning Model . . . . . APPENDIX C
References . . . . . APPENDIX D

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South • P.O. Box 94987
Lincoln, Nebraska 68509-4987
Telephone (402) 471-2295 (Voice/TDD) • Fax (402) 471-0117

FOREWORD

The national effort to develop standards is a historic change in the American education system. In 1989 the nation's fifty governors adopted the National Education Goals. These goals became the basis of the *Goals 2000: Educate America Act*, a plan developed by President Clinton to meet the goals established by the Governors' Panel. The national standards were developed to help state and local educators focus on providing the opportunity for all students to learn at high levels.

These voluntary national standards will identify what students should know and be able to do to live and work in the 21st century. Business educators have long recognized the challenges of an information- and knowledge-based global society. The focus of business education supports change in leadership, technology, and economic principles. Students will engage in a strengthened curriculum, qualifying them for technical preparation, programs, and jobs, as well as lifelong learning.

Business education provides opportunities to learn about the changing workplace as well as the changing labor market demands. Business educators must strengthen their roles as coordinators of projects, promoters of programs, evaluators of progress, and facilitators for workplace learning. These opportunities must be provided for all students, regardless of race, gender, ethnicity, economic status, and physical or intellectual development.

What has served well in the past, however, may not be effective in the future unless students can utilize technology, conduct research, and lead others in a global economy. High-quality, high-performance Business Education programs will promote active learning, leadership and citizenship, integrated and interdisciplinary collaboration, and effective instructional methodologies with equal educational opportunities and challenges for all students.

The emergence of national standards will help educators prepare students to think and to solve problems in today's competitive economy. The *Nebraska Business Education Framework* provides the needed direction to meet the challenges facing our students' lives, communities, and workplaces.

Joe E. Lutjeharms

JOE E. LUTJEHARMS, Ed.D.
Commissioner of Education

Joe E. Lutjeharms
Commissioner
301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509-4987

State Board of Education

Russell Worthman
President
180208 G.F.L. Road
Gering, Nebraska 69341

Caren Hamilton
Vice-President
Box 1528
Grand Island, Nebraska 68802

Max D. Larsen
641 Haverford Circle
Lincoln, Nebraska 68510

Ally Milder
9568 Louis Drive
Omaha, Nebraska 68114

Walter M. Thompson
Route 2
Oakland, Nebraska 68045

Bobie Nolte
2703 Highway 1
Murray, Nebraska 68409

Thelma Lang
143 Grant Street
Litchfield, Nebraska 68852

Floyd E. Olson
13636 Montclair Drive
Omaha, Nebraska 68144

an equal opportunity agency

Printed with SOY INK on RECYCLED PAPER

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South • P.O. Box 94987
Lincoln, Nebraska 68509-4987
Telephone (402) 471-2295 (Voice/TDD) • Fax (402) 471-0117

Dear Colleagues:

The Department of Education is committed to the principle of providing quality education for all students. Our commitment is expressed in the High Performance Learning Model, a model that offers guidance to local school districts as they plan and implement school improvement activities including the redesign of their curriculum. The High Performance Learning Model identifies essential areas that school districts may consider in school improvement plans.

High Performance Learning requires quality curriculum and instructional programs and practices. Curriculum frameworks are essential strategies for designing quality curriculum and the instructional programs and practices necessary for quality teaching and learning.

The Department intends that curriculum frameworks be used by local schools in examining current curriculum, determining important revisions, and considering the implementation of national standards such as those being developed by the National Business Education Association. The *Nebraska Business Education Framework* identifies essential content knowledge and skills and does so in a manner that provides direction without being prescriptive. This framework is a guide for local decision making.

This framework utilizes the High Performance Learning Model by identifying the essential skills and concepts that should be integrated throughout the Business Education curricula. The framework enhances the vision of school-to-work and lifelong learning by actively engaging the students in project development, cooperative research reports, leadership opportunities, community interviews, and technology applications.

It is our hope that this *Business Education Framework* provides guidance and support to enhance learning for all students in the State of Nebraska and that it will be used as a resource for local curriculum planning and program improvement.

Sincerely,

DOUGLAS D. CHRISTENSEN, Ph.D.
Deputy Commissioner

Joe E. Lutjeharms
Commissioner
301 Centennial Mall South
P.O. Box 94987
Lincoln, Nebraska 68509-4987

State Board of Education

Russell Worthman
President
180208 G.F.L. Road
Gering, Nebraska 69341

Caren Hamilton
Vice-President
Box 1528
Grand Island, Nebraska 68802

Max D. Larsen
641 Haverford Circle
Lincoln, Nebraska 68510

Ally Milder
9568 Louis Drive
Omaha, Nebraska 68114

Walter M. Thompson
Route 2
Oakland, Nebraska 68045

Bobie Nolte
2703 Highway 1
Murray, Nebraska 68409

Thelma Lang
143 Grant Street
Litchfield, Nebraska 68852

Floyd E. Olson
13636 Montclair Drive
Omaha, Nebraska 68144

BEST COPY AVAILABLE

an equal opportunity agency

Printed with SOY INK on RECYCLED PAPER

ACKNOWLEDGMENTS

Recognition and appreciation are extended to the many individuals representing teachers, teacher educators, curriculum developers, subject-matter supervisors, administrators, representatives from business and industry, advisory councils, professional organizations, parents, citizens, and the Nebraska Department of Education who have provided valuable contributions to the Business Education Framework.

Special thanks are extended to Joyce McLean of the California Department of Education for facilitating the project. The California Business Education Career Path and Model Curriculum Standards Draft 1994 provided the research base and direction needed to complete a quality framework in Nebraska.

Team Leaders

Joan Anderson
Westside High School, Omaha

Laurie Logsdon
Lincoln High School

Debb Stipp
University of Nebraska-Lincoln

Project Directors

Bonnie Sibert
Nebraska Department of Education

Beverly Newton
Nebraska Department of Education

Larry Lindquist
ESU No. 6

Support Staff

Cindy Olson
Nebraska Department of Education

Desktop Publishing

Mary Schwaner
WordWorks

Team Members

Carla Gries
Omaha Burke High School

Judy Grotrian
Johnson-Brock High School

Shirley Houston
University of Nebraska-Kearney

Barb Huls
Northwest High School, Grand Island

Dennis Krejci
Tri County High School, DeWitt

Kim Kromberg
Omaha Northwest High School

Coreen Leblanc
Pound Middle School, Lincoln

Bonnie Malcolm
Plattsmouth High School

Celeste Rogers
Sandhills High School, Dunning

Leon Sanders
Central Community College–Platte Campus

Mona Schoenrock
Columbus High School

Bonnie Smith
Lincoln Southeast High School

Janelle Stansberry
Cedar Bluffs High School

Julie Studnicka
Clay Center High School

Luanne Sundberg
Fremont High School

Sue Sydow
Lyons-Decatur High School

Cindy Talley
Geneva High School

Deb Wolken
Filley High School

AN EXPLANATION OF THE FRAMEWORK

The *Nebraska Business Education Framework* is designed to provide direction and focus for the identification of what students should know and be able to do in Business Education. **The Framework is not a mandate, but a resource to enhance Business Education programs.** Local school districts are encouraged to use the Framework to select the concepts, ideas, and practices that best fit their needs.

This Framework culminates Phase 3 of the Nebraska Business Education Strategic Plan. Phase 1 and Phase 2 provided an opportunity for representatives from business and industry, Business Education, and professional associations to develop the beliefs, mission statement, and goals that form the *Nebraska Business Education Framework*. Phase 3 of the Framework provides student performance standards and related instructional content for elementary, middle, and secondary levels.

The Framework is aligned with national and state educational reform and restructuring efforts including the National Business Education Association Curriculum Standards and the Nebraska High Performance Learning Model (see Appendix C). The Framework is broad based, student centered, and flexible. Representatives from business and industry have validated the document.

We believe the success of utilizing the Framework lies in teachers and administrators who are committed to providing the best possible Business Education for ALL students.

Bonnie Sibert
Director, Business Education
Nebraska Dept. of Education

Beverly Newton
Consultant, Business Education
Nebraska Dept. of Education

Joan Anderson
Team Leader
Westside High School

Laurie Logsdon
Team Leader
Lincoln High School

Debb Stipp
Team Leader
UN-Lincoln

Purpose and Definition of a Curriculum Framework

Curriculum frameworks are essential strategies for designing quality curriculum, instructional programs, and best practices necessary for effective teaching and learning.

Frameworks define, support, and set parameters for the key ideas, concepts, and practices of curriculum and instructional design, development, and implementation. In this era of school reform, top-down authoritarian directives and regulations are recognized as barriers to real change. While leadership at policy levels must provide general direction, grassroots initiatives hold the greatest hope for real, substantial, and systemic change.

The Business Education Framework was designed to be used by schools in examining current curriculum, determining important revisions, and considering the implementation of national standards such as those being developed by the National Business Education Association.

Frameworks provide a basis for partnerships among all involved in the curriculum process. Frameworks recognize that while general direction, vision, and focus must come from policy-level leadership, creativity, innovation, and initiative must be mobilized at the grassroots level.

The Business Education Framework identifies the content knowledge and skills that provide direction for K-12 Business Education without being prescriptive. The Business Education Framework is a student-centered resource for school districts to use for local decision making when developing curriculum.

This framework is designed to respond to school reform efforts, shifting demographics, and a changing workplace. A strong emphasis on curriculum integration prepares students for a broad range of careers.

The Business Education Framework is aligned with local, state, and national educational reform and restructuring efforts. This broad-based, business and industry validated framework prepares students for the workplace of the future and encourages continuing academic and technical education beyond high school.

Essential Elements for Quality Programs

This section of the Business Education Framework identifies some of the essential elements needed to have a quality Business Education program. The essential elements include utilizing a local advisory committee, incorporating strategies for curriculum integration, supporting an FBLA Chapter, infusing pluralism throughout the curriculum and instructional strategies, developing professionalism, implementing School-to-Work opportunities, and Tech Prep.

Advisory Committee

The purpose of the local advisory committee is to help improve and modernize the educational program and to:

- Identify vocational education needs of the students, the school, and the community.
- Assist in assessing present and foreseeable needs of the area labor market.
- Participate in the development of community understanding and support for vocational education.

The use of advisory committees is an efficient and logical method of providing evaluation. The committee members are specialists in their fields. Their awareness of the needs of individuals and the community offers the business educator a base for implementing and maintaining realistic and viable programs.

Curriculum Integration

Standards that clearly identify the knowledge and skills to be learned by students form the foundation for curriculum integration. Curriculum integration promotes the interweaving of theoretical and practical knowledge across disciplines and helps to make learning more integrated and relevant for the student.

The concept of curriculum integration is supported by the High Performance Learning model, which focuses curriculum and instruction on the knowledge to be learned and skills to be demonstrated by students.

Future Business Leaders of America

Future Business Leaders of America (FBLA) is a national vocational student association for secondary students who are interested in business careers. Any secondary student who is interested in a career in business and has taken or is currently enrolled in at least one business course is eligible to join.

The association is organized on the local, state, regional, and national levels. Local chapters operate under the guidance of a teacher-adviser from the Business Education Department in the local school district.

Designed to be an integral component of the instructional program, FBLA provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue postsecondary education, and/or manage personal skills. Members learn how to lead and participate in group discussions by engaging in practical problem-solving and decision-making activities. FBLA links the classroom and the world of work by providing students with the opportunity to learn firsthand about the business community.

The collegiate counterpart of FBLA is Phi Beta Lambda. Students can continue their involvement in the vocational student organization at the postsecondary level through membership in a Phi Beta Lambda chapter.

Pluralism

Diversity is infused throughout the curriculum and the instructional strategies used in schools. The interactions among teachers, students, and parents, and the way that schools conceptualize the nature of teaching and learning all play a vital role in the support of multicultural education.

Business Education affirms the pluralism (race, color, religion, national origin, gender, disability, economic status, and other characteristics or attributes) represented by their students, communities, and teachers.

Professionalism

Professionalism is defined as involvement within a profession that keeps one current and abreast of trends, issues, challenges, change, and research.

To be distinguished as a professional, a business educator should serve as a role model by:

- Believing all children can learn
- Having high ethical standards
- Establishing and maintaining a good teaching-learning environment
- Accommodating all learning styles
- Providing opportunities for all students without discrimination
- Encouraging and promoting good relations with colleagues, administrators, and the community
- Continuing personal and educational growth activities
- Making a commitment to join and become active in professional organizations

School-to-Work

The workplace is changing and so are the skills required to succeed. Employers need workers with a broad set of workplace skills and a strong foundation in education that will enable them to continually learn on the job.

The primary purpose of School-to-Work opportunities is to help young people progress smoothly to work by making clear the connection between one's education and one's career.

School-to-Work opportunities include educational programs that contain three core elements:

- School-Based Learning—Classroom instruction that integrates work and school-based learning and is based on high academic and occupational skill standards
- Work-Based Learning—Work experience, structured training, and mentoring at job sites
- Connecting Activities—A variety of activities that build and maintain bridges between school and work

Effective School-to-Work transition opportunities begin with a strong career guidance component that eases students' transition from school to work by guiding them into the education and training they need for the career path they choose. It also provides a variety of instructional settings in order to accommodate students' different learning styles.

Tech Prep... Preparation for Technology

Tech Prep is a course of study designed to help high school graduates meet the demand for increased levels of skilled technical preparation and workplace readiness caused by rapid technological advances and global economic competition. It prepares students for the eighty percent of new jobs created in this decade that will require **more** than a high school education, but **less** than a four-year degree.

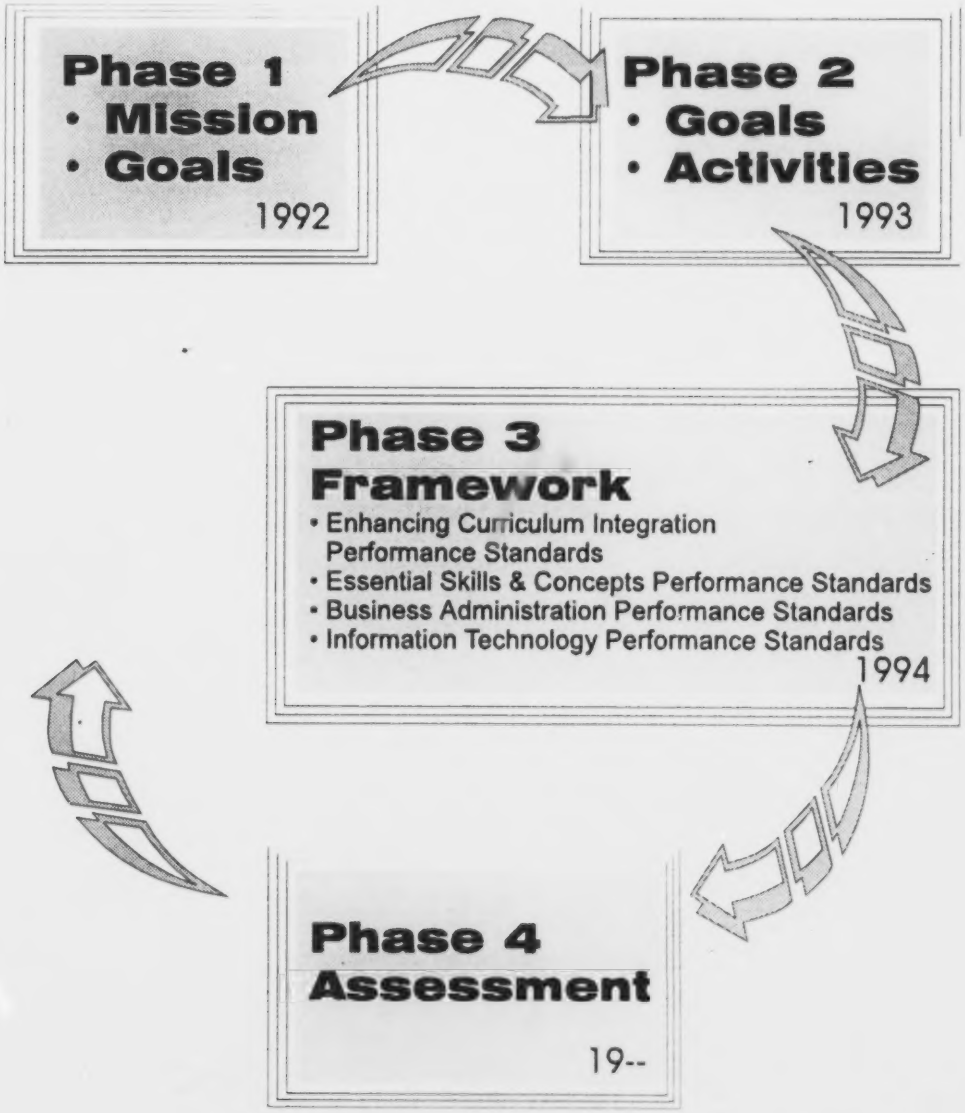
Tech Prep education builds and reinforces strong, systematic, comprehensive linkages between secondary and postsecondary educational institutions. This articulation effort involves the coordination of academic and vocational curricula between the secondary and postsecondary levels to ensure that students possess prerequisite knowledge and skills and to eliminate duplication within a student's instructional program.

Basic proficiency development in math, science, communications, and technology (utilizing contextual learning) is integral to Tech Prep education. Drawing boards provide a coherent sequence of courses that blend secondary education with two-year associate degree programs and provide for further articulation with four-year baccalaureate programs.

As one of the major **School-to-Work** education programs, using state-of-the-art equipment and appropriate technologies, Tech Prep will help reduce the high school dropout rate in the United States. Tech Prep education guides students into courses that form a firm academic and technological foundation upon which to build their futures.

Examples of Tech Prep implementation models for the Business Administration and Information Technology Performance Standards (Appendix A and B) have been included in this document. These models can be modified to fit the needs of the students, community, secondary school, and postsecondary institution involved in the articulation process.

Planning for Business Education in Nebraska



Business Education Strategic Plan

There is little doubt that we are in the midst of exciting, changing times. Never before have people had so many opportunities to change our world, our nation, and our communities. Business educators working cooperatively with the business community can make a difference. In the future, input from the business community and educators will continue to reshape the contents of this document.

We live in a global society; what has been adequate in education in the past must be changed to meet the needs of tomorrow's workforce. Business Education must meet the challenge of preparing **all** students for successful participation in an increasingly technological, economically interdependent world.

Business Education Strategic Plan

Phase 1 & Phase 2

Phase 1 and Phase 2 of the Nebraska Business Education Strategic Plan were developed to identify the belief statements, mission statement, goals, and activities of a quality Business Education program. These documents were designed as teacher-centered resources.

Phase 1 identifies the mission of Business Education in Nebraska. A quality Business Education program is developed and implemented through careful planning that involves teachers, administrators, counselors, parents, and students. By using Phase 2 of the Business Education Strategic Plan, representatives from all of these groups can work together to develop a program that best meets the needs of the students in the local community.

Nebraska Business Education

Phase 1

December 1992

We Believe Education and Training in Business:

- Allow individuals to acquire, develop, and apply academic knowledge and skills.
- Are integral to **every** individual's educational experience for personal and professional development.
- Provide individuals a foundation to work and live as productive citizens in a changing global economy.
- Prepare individuals to meet the challenges of an ever-changing society.
- Provide business educators and students valuable partnerships with the business community.
- Incorporate these essential components of a quality program:
  - Citizenship, Social, Democratic Knowledge, Values, and Skills
  - Lifelong Learning
  - Work-entry Skills
  - Motivation/Disposition to Learn
  - Higher-order Thinking Skills
  - Creative Thinking and Expression
  - Problem Solving
  - Fundamental Literacies—Communication, Computation, and Comprehension
  - Ethical Behavior

Mission Statement

The Mission of Business Education in Nebraska is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training.

GOALS*

* The goals are numbered for reference and do not reflect priority.

1. Partnerships with business will be a major component of Business Education programs.
2. Business Education programs will provide students opportunities to participate in business experiences.
3. Secondary school staff members will identify and promote business courses that will fulfill district academic graduation requirements.
4. The number of Business Education programs meeting minimum program standards (base components) will increase.
5. Business Education programs will include an assessment process to provide feedback for program improvement.
6. Business Education programs will utilize a performance-based curriculum framework that will include strategies for the delivery of multicultural education, the High Performance Learning Model, integration of academic knowledge and skills, and technology education.
7. Technology will continue to be an integral component of Business Education programs.
8. Business Education programs will be promoted to increase enrollments to better serve the needs of all students.
9. Business Education programs will integrate and articulate course content and courses with other disciplines at the K-12 and postsecondary levels.
10. A task force will be established to analyze the effectiveness of Business Education programs and to provide advocacy for implementation of Business Education programs.
11. Business educators will continue to pursue professional growth and development.
12. Business educators will create an awareness, appreciation, and understanding of the role of Business Education at the local, state, national, and international levels.

Nebraska Business Education

Phase 2

June 1993

GOAL 1: Partnerships with business will be a major component of Business Education programs.

A. A business partnership program will be developed to meet the needs of the students, businesses, school staff, Business Education program, and other curriculum areas.

1. Analyze the needs of students, businesses, staff, and the Business Education program that could be met by a business partnership.
2. Visit successful business/school partnership sites.
3. Survey the business community to determine resources available.
4. Share the results of the survey with appropriate curriculum areas.
5. Correlate the business and school resources with the identified needs.
6. Market the partnerships.
7. Recognize the business community for its support.
8. Review the effectiveness of existing business partnerships.
9. Explore and develop new business partnerships.

B. An advisory committee will be established and utilized.

1. Develop a mission statement and goals for the advisory committee.
2. Select committee members to include representation of a cross section of the business community and special populations.
3. Provide an orientation meeting and develop an annual program of work.
4. Seek advisory committee recommendations regarding curriculum, equipment, instructional materials, facilities, and other appropriate matters.
5. Encourage businesses to provide mentoring, fellowships, shadowing, and internships.
6. Assist members of the committee in providing an annual report to members of the board of education.

7. Recognize committee members.
8. Review advisory committee membership representation, interest, and participation.

C. Professional development opportunities for staff to work with business partnerships will be provided.

1. Provide opportunities for staff to identify professional development activities and evaluate their effectiveness.
2. Assist staff to work effectively with business partnerships.
3. Utilize businesses to provide staff development through such activities as mentoring, shadowing, summer employment, and fellowships.

D. Assistance will be provided to business representatives in order to function as business/classroom partners.

1. Establish guidelines for presentations.
2. Develop procedures for field trips.
3. Communicate school policy regarding the solicitation and/or acceptance of resources from agencies outside the school.

E. Business educators will serve as resources for businesses.

1. Act as consultants.
2. Provide student volunteers when appropriate for business projects such as survey polls and mass mailings.
3. Provide technological training for employees of businesses.
4. Recommend students to employers for entry-level employment.

F. Business educators will interact with businesses.

1. Implement a business/school partnership.
2. Network with businesses to utilize resources.
3. Utilize businesses for activities such as career exploration and shadowing programs.
4. Encourage businesses to provide fellowship and/or internship programs.
5. Invite businesspersons to serve as resources for activities such as career fairs, panel presentations, and mock interviews.

6. Encourage businesses to provide appropriate resources to support the business program for staff and students.

G. Business educators will join professional business organizations in the community.

1. Identify available community organizations such as the Chamber of Commerce, development corporations, civic organizations, and other local, state, and national associations.
2. Participate actively in the organization's program of work.

GOAL 2: Business Education programs will provide students opportunities to participate in business experiences.

A. Middle level/junior high students will participate in career exploration activities.

1. Prepare a career resource list coordinated with the guidance counselor.
2. Prepare a list of careers available within local geographical areas.
3. Select several careers from the generated list.
4. Develop a job task list for selected careers.
5. Interview an adult/parent about his/her occupation and present a report.
6. Invite people who represent various career clusters to share information about their careers.

B. Students at the eighth/ninth grade levels will explore business and related career activities.

1. Research a business career.
2. Participate in field trips to appropriate businesses.
3. Identify business components of selected career clusters such as the legal system, health field, and production agriculture.
4. Invite guest speakers from business and industry to discuss the business aspects of their careers.
5. Explore selected concepts of business and management.

C. Secondary students will participate in career assessment activities.

1. Utilize career assessment materials.
   - Nebraska Career Information System (NCIS)
   - Armed Services Vocational Aptitude Battery (ASVAB)
   - Other computer software
2. Develop a resource list for career assessment.
3. Visit with guidance counselors about career objectives.
4. Scan the want ads to determine available job opportunities.
5. Scan computer databases for job opportunities.

D. Students in grades K-12 will interact with business people in a school setting.

1. Utilize business/school partnerships.
2. Prepare a panel presentation or schedule guest speakers to provide exposure to different occupations and nontraditional role models.
3. Interact with local advisory committee members.
4. Explore the business aspects within the school setting, which may include the athletic director's office, principal's office, business manager's office, and data processing department.
5. Interview administrative support personnel.
6. Attend a career fair.

E. Secondary and postsecondary students will participate in on-site business experiences.

1. Participate in field trips to area businesses.
2. Engage in shadowing/mentoring activities for students with local business people.
3. Volunteer for business-related work for local organizations or businesses.
4. Assist other student organization members with business-related research projects.
5. Schedule office/business observation sessions.
6. Participate in a School-to-Work transition program.

F. Senior high business students will act as mentors for middle level/junior high students.
   1. Share vocational student organization information.
   2. Share job-related activities.

G. Students at the middle, secondary, and postsecondary levels will participate in cooperative education/internships, simulations, student organizations and/or project activities.
   1. Participate in supervised cooperative education/internship experiences.
   2. Participate in student organization projects and/or written reports.
   3. Participate in selected activities in business that may include taking inventory for a business.
   4. Participate in business/school partnerships.

GOAL 3:
Secondary school staff members will identify and promote business courses that will fulfill district academic graduation requirements.

A. District goals, objectives, and graduation requirements as they relate to the Business Education curriculum will be reviewed.
   1. Meet with school personnel to review school policy regarding graduation requirements.
   2. Compare Business Education courses with comparable courses that are currently accepted to meet graduation requirements.
   3. Consult with the local advisory committee.

B. Business Education courses will be identified that could fulfill district academic graduation requirements.
   1. Contact the Nebraska Department of Education for recommendations of business courses that are being used by other districts to meet graduation requirements.
   2. Contact the business teachers in those school districts where business classes are meeting academic graduation requirements.
   3. Determine the business classes that may meet graduation requirements.
   4. Consult with other curriculum area staff and the local advisory committee for input.

C. Approval of selected business courses for academic graduation requirements will be secured.

   1. Prepare the proposal for administration and other involved personnel.

   2. Present the proposal to the appropriate personnel.

      - Include and emphasize the need to provide a variety of teaching strategies to meet various learning styles.

      - Highlight opportunities for the application of knowledge and skills.

      - Discuss the importance of providing an alternative course for meeting graduation requirements.

D. Curriculum development opportunities for Business Education staff will be provided.

   1. Work with school personnel such as counselors, administrators, school board members, and staff in other curriculum areas in order to coordinate curriculum.

   2. Work with appropriate curriculum consultants provided by Educational Service Units, Nebraska Department of Education, Nebraska Council for Economic Education, and school districts.

   3. Request resources for curriculum development, which may include planning time, instructional materials, and observation time.

E. The business courses identified to meet academic graduation requirements will be updated.

   1. Clarify course objectives.

   2. Consult with other curriculum areas on how integration may be achieved.

   3. Update course content.

   4. Revise course activities.

   5. Expand evaluation tools.

F. Information will be provided to students, parents, community, administrators, advisory committee, and counselors about business courses that meet graduation requirements.

   1. Distribute information that may include registration materials, parent/student orientation materials, school mailings, and newsletters.

2. Make presentations to students/parents, school personnel, and business/community organizations.

G. An on-going evaluation process will be implemented.

1. Compare curriculum objectives and content with the other course(s) that meet graduation requirements.
2. Evaluate curriculum objectives and content.
3. Evaluate the performance of the students and their perceptions of the courses/programs.
4. Obtain parents' perceptions of and support for the courses/programs.
5. Obtain feedback from the community about the benefits of the courses/programs.

GOAL 4:
The number of Business Education programs meeting minimum program standards (base components) will increase.

A. The Nebraska Department of Education will provide staff development for administrators/teachers about base components.

1. Participate in staff development on base components.
2. Learn about existing minimum program standards required to meet base components.

B. Local school districts will be encouraged to include base component standards in their school improvement plans with assistance from the Nebraska Department of Education.

C. The Nebraska Department of Education will provide technical assistance to local school districts seeking to meet base components.

1. Identify deficiencies in meeting base components by contacting the Director of Business Education at the Nebraska Department of Education.
2. Determine cooperatively (administrators and teachers) the assistance needed from the Nebraska Department of Education to meet base components.
3. Implement strategies to meet base components.

GOAL 5:
Business Education programs will include an assessment process to provide feedback for program improvement.

A. Program components to be assessed will be determined.

   1. Review and prioritize the components to be assessed that may include curriculum, methods of instruction, student-work experiences, student organizations, technology, and student demographic information.

B. Participants in the assessment process will be determined.

   1. Identify and prioritize participants to be involved in the assessment process such as students, parents, community, employers, staff, and advisory committee.

C. Current assessment processes used by the school district will be reviewed.

   1. Review school- and state-level procedures for data gathering, analysis, and reporting.

D. Current district assessment processes will be used where appropriate and other processes will be located and developed where needed.

   1. Utilize or modify assessment plans in use.
   2. Consult Nebraska Department of Education personnel.
   3. Contact other districts for assessment plans.
   4. Consult Educational Service Unit personnel.
   5. Involve professional assessment consultants.

E. Assessment data will be collected, analyzed, and interpreted.

   1. Determine data to be collected.
   2. Determine how data will be collected. Methods used may include interviews, portfolios, surveys, follow-up surveys, and questionnaires.
   3. Analyze and interpret data for strengths, areas needing program improvement, and cost effectiveness.

F. Program improvements to benefit students will be recommended based upon the data collected.

   1. Share assessment data with administration, staff, advisory committee, and other audiences.
   2. Involve school personnel and advisory committee in recommending changes for program improvement.
   3. Implement recommended changes for program improvement.
   4. Assess the effect of changes.

G. Assess the program periodically.
   1. Establish a short-term assessment plan.
   2. Establish a long-term assessment plan.
   3. Implement the assessment plans.
   4. Share the assessment data.
   5. Evaluate the effectiveness of the assessment process.

GOAL 6:
Business Education programs will utilize a performance-based curriculum framework that will include strategies for the delivery of multicultural education, the High Performance Learning Model, integration of academic knowledge and skills, and technology education.

A. Define performance-based curriculum framework.
   1. Learn about performance-based education.
   2. Utilize a curriculum framework to plan for the implementation of performance-based education.

B. Business educators will develop strategies for the delivery of a performance-based business education curriculum.
   1. Identify performance/knowledge standards for each Business Education course.
   2. Develop assessment processes for identified performance standards.
   3. Design curriculum to meet performance standards.
   4. Implement curriculum.

C. Business educators will develop an understanding of the Nebraska Department of Education's High Performance Learning Model.
   1. Learn about the High Performance Learning Model.
   2. Use the model to develop and implement appropriate concepts.

D. Teachers will include multicultural education activities within the Business Education curriculum.
   1. Participate in local and state multicultural education activities.
   2. Identify resources appropriate for the development of multicultural lessons that may include the public library, international businesses, key community people, and publishing companies.
   3. Develop and implement multicultural lessons for infusion into all courses.

E. Business educators will develop strategies for the integration of academic knowledge and skills within the Business Education curriculum.

1. Participate in cooperative learning staff development activities.
2. Work with other disciplines in integrating applied and academic learning.
3. Identify discipline areas delivering similar concepts and/or performance standards.
4. Participate in cross-discipline activities such as conferences, classroom visitations, and exchange classes.
5. Plan cooperatively interdisciplinary units of study.

F. Business educators will develop strategies for the infusion of computer-based technology within the Business Education curriculum.

1. Identify technologies that will enhance instruction/learning within courses.
2. Improve the use of technology within business courses.

GOAL 7: Technology will continue to be an integral component of Business Education programs.

A. Emerging technology practices, trends, and developments will be assessed.

1. Review current literature.
2. Attend technology workshops.
3. Participate in professional conferences.
4. Network with colleagues and vendors.
5. Survey the business/industry community for technological knowledge and skills needed for employment.

B. Business educators will participate in the development of short- and long-term technology plans for the institution and program.

1. Form a technology committee.
2. Develop a plan.
3. Employ or appoint a technology coordinator.
4. Involve appropriate curriculum areas in the development of the plans for the program.

5. Assess the technology needs of the business program and its integration with other programs.
6. Make recommendations for the short- and long-term technology plans.

C. Information about the role of technology in Business Education will be shared with school personnel.

1. Share published information pertinent to the use of technology in Business Education with administration and faculty:
   - Technological knowledge and skills required by employers
   - Need for graduates to be technologically literate to succeed personally and professionally
2. Present information to administration and school board members reinforcing the importance of technology in Business Education.

D. The business community will be utilized to provide technological expertise and other instructional resources.

1. Match business technological expertise with course objectives.
2. Utilize business expertise to supplement the instructional process.
3. Invite businesspersons into the classroom to give presentations and demonstrations.

E. Alternative funding sources will be explored.

1. Determine the funds needed to increase educational opportunities for all students.
2. Coordinate funding requests using established procedures.
3. Communicate the needs in a coordinated effort to school board, administration, advisory committee, business and industry, and all patrons.
4. Develop and follow procedures for accepting contributions.
5. Research grants available and write proposals.

F. Technology will be integrated throughout the Business Education curriculum.

1. Review and study the curriculum for the integration of technology.

2. Implement the integration of technology into the curriculum.
3. Encourage the administration to develop schedules that permit access to technology for all staff and students.
4. Encourage the administration to provide essential resources to implement technology integration in all areas of the curriculum.
5. Evaluate the integration process.

G. Staff development in technology will be facilitated.

1. Inform staff of new and available technology.
2. Provide training sessions to familiarize staff with technology.
3. Make technology available to staff for instructional preparation.

GOAL 8:
Business Education programs will be promoted to increase enrollments to better serve the needs of all students.

A. A marketing plan will be developed by local business educators in coordination with the local advisory committee.

1. Identify target audiences that may include students, parents, counselors, staff, community, administrators, school board, and business leaders.
2. Select a marketing committee which includes the targeted audience(s).
3. Develop promotional tools which may include brochures, announcements, open houses, neighborhood coffees, news releases, videotapes, success stories, bulletin boards, billboards, radio/TV coverage, parent newsletters, and presentations to community/service organizations.
4. Develop a timeline and assign responsibilities.
5. Evaluate the effectiveness of the marketing plan annually to effect changes for the coming year.

B. Staff development will be provided to enable staff to effectively market Business Education programs.

1. Communicate scope and sequence, career opportunities, program prerequisites, and course content to guidance counselors and administrators.
2. Invite guidance counselors and administrators to participate in advisory meetings, departmental meetings, intern visits, and classroom visits.

3. Present Business Education curriculum to staff at department and/or faculty meetings.
4. Present short- and long-range goals and program achievements to the governing body and administrators.
5. Invite staff, administrators, and school board members to tour the business facilities and observe student demonstrations.
6. Enable business teachers to visit exemplary programs at the local, state, and national levels.

C. Business educators will identify resources that may increase enrollment from all sectors of the student population.

1. Identify human resources to include community agencies/organizations, business leaders, local and state consultants, master teachers, teacher educators, and other two- and four-year college personnel.
2. Network with officers/executive directors of professional associations to obtain information, procedures, and additional contacts.
3. Utilize the resources of educational foundations.
4. Research available grants and write proposals.
5. Develop and follow procedures for soliciting and/or accepting contributions through a coordinated effort within the institution.
6. Secure recruitment ideas and/or materials from publishing companies.

D. Co-curricular activities of the student organization's program of work will be an integral part of the Business Education curriculum.

1. Contact the Nebraska Department of Education for assistance in establishing a student organization.
2. Network with existing student organization programs.
3. Showcase student success stories.
4. Encourage student participation in conferences and workshops.
5. Promote business partnerships through community service projects.
6. Provide leadership opportunities for students.
7. Instill in students an awareness of career opportunities in Business Education.

E. Career opportunities for all students will be promoted throughout the Business Education curriculum.

1. Provide mentoring/shadowing opportunities for students.
2. Provide cooperative education/internship and supervised work experience opportunities for all students.
3. Utilize the services of business partners to communicate career opportunities.
4. Promote career education through activities which may include field trips, seminars, guest speakers, and teleconferences.
5. Involve parents in providing career opportunity information.
6. Develop a close working relationship with career guidance counselors.
7. Deliver integrated curriculum experiences to students specializing in other programs of study.

F. A quality Business Education program will serve the needs of all students.

1. Incorporate the essential components of a quality instructional program to include:
   - Citizenship, Social, Democratic Knowledge, Values, and Skills
   - Lifelong Learning
   - Work-entry Skills
   - Motivation/Disposition to Learn
   - Higher-order Thinking Skills
   - Creative Thinking and Expression
   - Problem Solving
   - Fundamental Literacies—Communication, Computation, and Comprehension
   - Ethical Behavior
2. Adapt curriculum and instructional strategies to accommodate all learning styles.
3. Promote an appreciation for diversity as defined by LB922.

4. Promote participation in Tech Prep and articulation programs.
5. Utilize up-to-date technology and resources.

GOAL 9:
Business Education programs will integrate and articulate course content and courses with other disciplines at the K-12 and postsecondary levels.

A. Administrators will encourage and support the implementation of curriculum integration.

1. Provide staff development in areas that are appropriate for interdisciplinary teaching that may include cooperative learning techniques, team teaching, the change process, and distance learning.
2. Identify courses that share common performance standards and content.
3. Provide adequate common planning time for teachers to share ideas and develop activities for integration.
4. Encourage exchange of curricular resources across disciplines.
5. Provide time for staff to observe on-going instruction in classes across the curriculum.
6. Identify goals of the institution to provide for curriculum integration.
7. Develop a feeling of ownership by having staff share leadership responsibilities for committees and task forces.
8. Publicize to the students, parents, advisory committee, and community the purposes and anticipated performance standards of the integration efforts.
9. Enable teachers to implement innovative integration strategies by providing incentives that may include fewer preparations, common planning time, and financial reimbursement.

B. Teachers will develop and utilize strategies for curriculum integration.

1. Identify courses that share common performance standards and content.
2. Use the goals/procedures of the institution to integrate curriculum.

C. Institutions will establish a scope and sequence of courses for students based on their career interests.

1. Provide for horizontal and vertical curriculum alignment for all educational levels to ensure coordination for the delivery of instruction.
2. Recommend a sequence of courses for all students to further their education, prepare them for work and foster lifelong learning.
3. Use results of follow-up studies to make curricular modifications.

D. Articulation agreements with postsecondary institutions will be developed and/or promoted.

1. Contact community college representatives to identify existing Tech Prep programs.
2. Contact university representatives to identify existing articulation programs.
3. Market benefits of articulation program participation to targeted groups.
4. Conduct a follow-up study to evaluate the effectiveness of articulation agreements.
5. Promote student success stories.
6. Promote exemplary Tech Prep programs and articulation agreements.

E. Students at the elementary level will acquire, develop, and/or apply business knowledge and skills.

1. Coordinate the delivery of keyboarding instruction as identified by the Nebraska Keyboarding Position Paper.
2. Provide staff development for elementary teachers who may be delivering keyboarding instruction.
3. Infuse economic concepts and applications.
4. Coordinate the delivery of instruction utilizing a scope and sequence for technology.
5. Provide students with an understanding of the value of work that includes an awareness of career opportunities in the workplace.

GOAL 10:
A task force will be established to analyze the effectiveness of Business Education programs and to provide advocacy for implementation of Business Education programs.

A. The Nebraska Department of Education, in conjunction with the State Council for Vocational Education, will utilize annually a task force to provide direction and to analyze the effectiveness of Business Education programs.

1. Select a task force that will act as a think tank and advocacy group for Business Education.
2. Select a task force that may include representatives from the State Council for Vocational Education, business and industry, the Nebraska State Business Education Association, Delta Pi Epsilon, Nebraska Vocational Association, state colleges, teacher education, and postsecondary institutions.
3. Ensure that the task force includes representatives from special populations, all educational levels, and all geographic regions in the state.
4. Disseminate recommendations and/or feedback from the annual task force meeting.

B. The task force will analyze the effectiveness of Business Education programs, provide direction, and create a vision for the future.

1. Establish the importance of offering a Business Education program in every educational institution.
2. Identify the knowledge, skills, and attitudes needed by all students.
3. Identify job availability by career area.
4. Generate recommendations for Business Education program improvement.
5. Provide a vision for Business Education.

C. The National Business Education Association/Nebraska State Business Education Association will manage the One Big Voice Legislative Network.

1. Maintain the legislative network.
2. Provide an annual program/meeting at the annual NSBEA conference.
3. Mobilize the legislative network.
4. Communicate critical issues impacting Business Education programs.

GOAL 11: Business educators will continue to pursue professional growth and development.

A. Business educators will hold membership in professional education, business, and community organizations.
   1. Identify appropriate organizations.
   2. Join appropriate organizations.
   3. Participate in the activities planned by the organizations.
   4. Become active leaders and participants within an organization.

B. Business educators will participate in education conferences and business conferences at the local, regional, state, national, and/or international levels.
   1. Determine conferences to attend.
   2. Seek administrative approval and financial support.
   3. Complete registration and reservation activities.
   4. Participate in local conferences regularly.
   5. Participate in regional, national, and international conferences.

C. Business educators will participate in staff development at the local and state levels.
   1. Work with administration and other organizations to identify needed staff development.
   2. Secure permission to participate in staff development, such as technology activities, equity workshops, and activities in other curriculum areas.
   3. Participate with other curriculum areas in staff development.

D. Business educators will participate in the Business Education program's curriculum and staff development activities.
   1. Become a member of textbook/materials study and adoption committees.
   2. Participate in program activities for improving teaching strategies and methodology.
   3. Participate in state program activities that enhance teacher/professional growth development.

E. Business educators are encouraged to participate in formal/informal continuing education.

1. Participate in vendor-sponsored workshops and activities that may include vendor seminars, publisher-sponsored workshops, and professional organization workshops.
2. Attend college- and university-sponsored workshops, classes, and seminars.
3. Participate in business observations and/or work experiences.
4. Observe exemplary programs in other educational institutions.

F. Business educators are encouraged to support and participate in legislative activities that impact education.

1. Participate in legislative networks established by professional organizations.
2. Attend legislative seminars sponsored by professional organizations.
3. Subscribe to free and paid publications on legislative updates.
4. Consult with local school board members and administrators concerning legislative issues pertaining to Business Education, and then contact legislators on issues that impact education.

G. Business educators will work with local agencies, the Nebraska Department of Education, and colleges and universities in determining and providing opportunities for professional growth.

1. Participate in activities that identify staff development needs.
2. Take initiative in developing new attitudes, knowledge, and skills that will contribute to interdisciplinary activities by participating in seminars and workshops in other disciplines.
3. Participate with identified groups for planning professional growth activities.

GOAL 12:

Business educators will create an awareness, appreciation, and understanding of the role of Business Education at the local, state, national, and international levels.

A. Business educators will identify and communicate promotional strategies.

1. Promote partnerships with businesses.
2. Publicize programs in local, state, national, and international publications.
3. Invite legislators and policymakers to visit programs and interact with students.
4. Showcase students, student portfolios, and successful programs.
5. Utilize an active advisory committee.
6. Promote student organizations to create an awareness of the role of Business Education.
7. Maintain an on-going marketing program for Business Education that may include a cost-benefit analysis.

B. Business educators will assist students in understanding international and domestic business and economic concepts from a multicultural, global perspective.

1. Coordinate integrated curriculum experiences with teachers from curriculum areas which may include Foreign Language, Social Sciences, and Agriculture Education.
2. Identify resources at the local, state, and national levels.
3. Incorporate telecommunications.

C. Business educators will promote programs to professional organizations whose actions may impact the Business Education curriculum.

- Nebraska Association of County Officials
- Nebraska Association of School Boards
- Nebraska Association of Secondary School Principals
- Nebraska Chamber of Commerce and Industry
- Nebraska Coordinating Commission for Postsecondary Education
- Nebraska Council for Excellence in Education
- Nebraska Council of School Administrators
- Nebraska Rural Community Schools Association
- Nebraska School Counselors Association
- Nebraska State Education Association

Business Education Strategic Plan

Phase 3 & Phase 4

Phase 3 utilizes Phase 1 and Phase 2 as the foundation for the development of the Business Education Framework. To meet the challenges of an information- and knowledge-based global society, a shift away from the traditional approach needs to be made. Though the framework identifies essential content, knowledge, and skills, it is not a curriculum guide. It is a student-centered resource that provides direction without being prescriptive.

The Business Education Framework begins with Performance Standards for Enhancing Curriculum Integration K-12. The standards describe the skills and concepts **all** students need to be responsible members of society. These integrated standards are aligned with the High Performance Learning Model emphasizing the components of quality learning, equity, and accountability. To engage all students in a strengthened curriculum, a foundation titled Essential Skills and Concepts is provided. These performance standards reinforce basic concepts while introducing business and technological skills. Students are prepared for technical preparation programs, jobs, or postsecondary study through specialized performance standards in Business Administration and Information Technology.

This framework is intended to be broad based, student centered, and flexible enough to be adaptable to the specific needs of local education agencies. This framework establishes an environment that empowers the mission of Business Education:

"to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing, global society by providing essential business experiences, education, and training."

Phase 4, which will be added at a later date, will include the development of strategies and criteria for assessment.

Format for Performance Standards

Performance Standard

A performance standard is defined as **"what a student should know and be able to do."** The format used for the performance standard has two parts. The first part states the objective for students related to specific curriculum content; it includes the cognitive process component for students, such as "to know," or "to understand." The second part of the performance standard explains how students will demonstrate mastery; it includes the performance component such as "to do" or "to demonstrate."

Each performance standard may include an elementary, middle, or secondary level. However, each performance standard may address only one or two of the identified levels.

The elementary level performance standards are designed to provide awareness of the nature of business, the value of the world of work, the variety of career opportunities, and the work ethic.

The middle level performance standards are designed to provide exploration in business that enhances student application of learning and development of critical-thinking and problem-solving skills.

At the secondary level, students master essential business skills and knowledge necessary to enhance their personal living skills, and to pursue advanced education and/or a career in business.

Instructional Content.

Recommended instructional content includes learning experiences that assist students in mastering the performance standards. It is important to note that the instructional content includes a list of activities students should be able to perform; however, **the list of activities is not all inclusive.**

Performance Standard

The performance standard shown below is for the International Business Performance Standard. The first part of this performance standard states what students will know. The key words are **understand** and **international and domestic concepts**. The second part of the performance standard explains that students will demonstrate their competency by **describing**.

Example of a Performance Standard

International Business Performance Standard
Secondary Level

Students will understand international and domestic business concepts from a multicultural, global perspective. **They will demonstrate** competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

All performance standards except for Enhancing Curriculum Integration K-12 include recommended instructional content suggesting learning experiences that assist students in mastering the performance standards.

Performance Standard with Instructional Content

The instructional content for the International Business Performance Standard identified in the following box as bulleted items is designed to provide direction. The specific design, level of difficulty, and choice of materials will be made by the local school district.

Example of a Performance Standard

International Business Performance Standard
Secondary Level

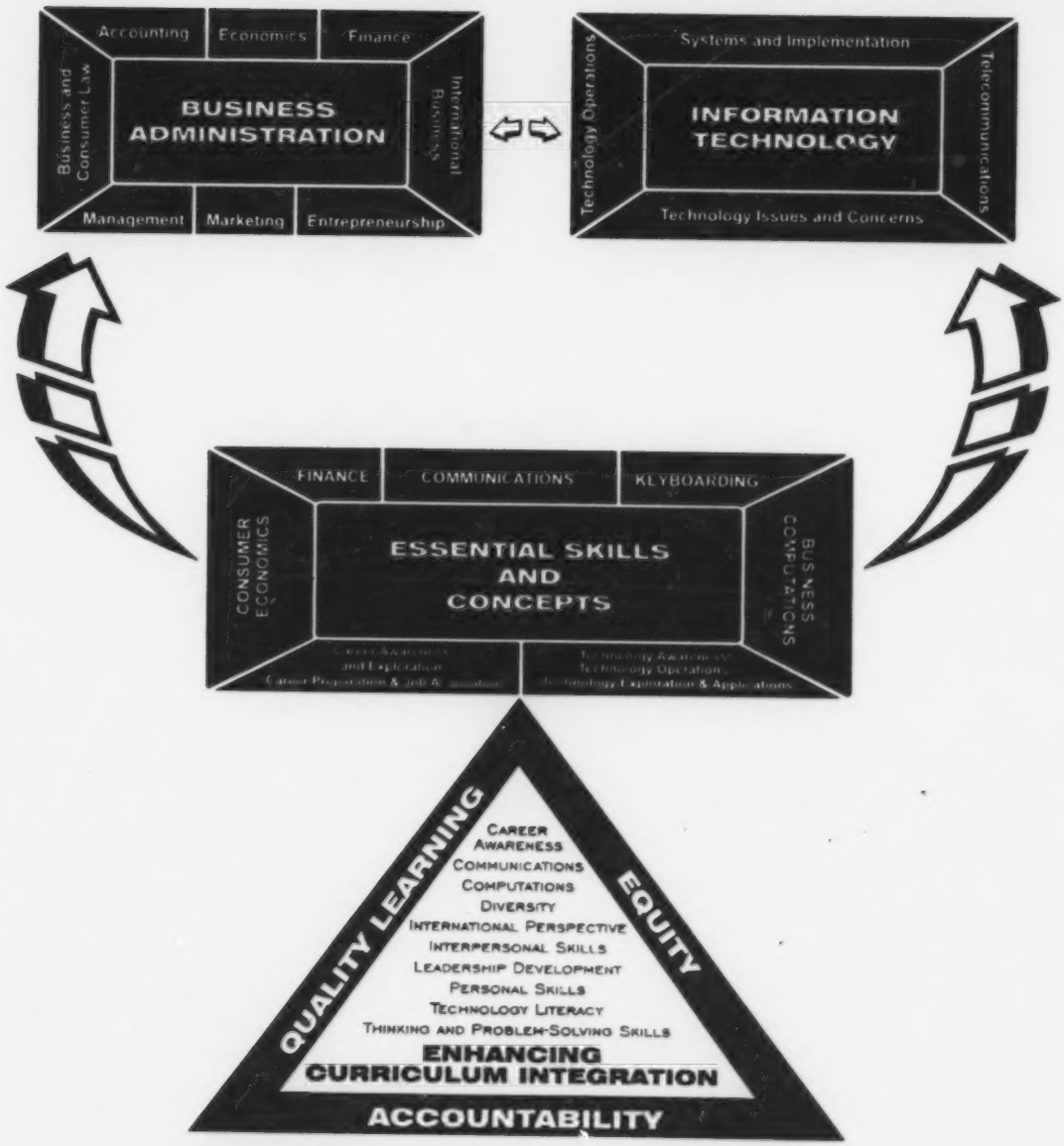
Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Collaborative Applications—relate international issues to personal experiences, research, or current events
- Customs and Beliefs—recognize social, religious, and political similarities and differences
- Employment Opportunities—identify foreign and domestic career opportunities available in the field of international business
- Global Networking—identify and utilize resources at the local, state, and national levels to conduct international business
- Protocol—demonstrate behavior inherent to conducting international business
- Trade Agreements and Regions—examine the impact and importance of current trade agreements and trade regions, such as Pacific Rim and European Common Market

Within each group, the performance standards and the instructional content items are presented in **alphabetic order—not in order of priority**. Teachers will determine the most appropriate order of presentation to students.

[TOPICS ARE PERFORMANCE STANDARDS - NOT COURSE TITLES]



Business Education Framework Model

BEST COPY AVAILABLE

Explanation of Business Education Framework Model

Enhancing Curriculum Integration K-12 Performance Standards
Career Awareness
Communications
Computations
Diversity
International Perspective
Interpersonal Skills
Leadership Development
Personal Skills
Technology Literacy
Thinking and Problem-Solving Skills

The performance standards for Enhancing Curriculum Integration K-12 form the foundation of the model as shown on page 34. The ten performance standards, identified within the triangle, represent those skills and concepts that **all** students should know and be able to do upon completion of high school. **All** teachers at **all** grade levels are encouraged to infuse these performance standards throughout **all** disciplines.

Note: Career performance standards for all California vocational education programs were developed by Far West Laboratory for Education Research and Development through a contract with the California Department of Education. These standards have been adapted for utilization within the Nebraska Business Education Framework by the addition of the following standards: Computations, Diversity, International Perspective, and Leadership Development. The Occupational Safety career performance standard was not incorporated into the Nebraska Business Education Framework.

Above the High Performance Learning triangle are the Essential Skills and Concepts Performance Standards. These eleven performance standards (repeated below) include:

Essential Skills and Concepts Performance Standards for All Students		
Elementary Level	**Middle Level**	**Secondary Level**
	Business Computations	
Career Awareness & Exploration	Career Awareness & Exploration	Career Preparation & Job Acquisition
Communications	Communications	Communications
Consumer Economics	Consumer Economics	Economics
	Finance	
Keyboarding	Keyboarding	
Technology Awareness	Technology Exploration & Applications	Technology Operations

Business education programs are comprised of carefully articulated instructional or course sequences that lead students into either of two areas: Business Administration or Information Technology. The directional arrows indicate career opportunities in Business Administration and/or Information Technology leading from the Essential Skills and Concepts Performance Standards.

Students planning to pursue one of the career opportunities in Business Administration can plan a program of study to meet the following performance standards:

Business Administration Performance Standards for Business Students		
Elementary Level	**Middle Level**	**Secondary Level**
	Business Computations	Accounting Principles
		Business & Consumer Law
Consumer Economics	Consumer Economics	Economics
	Entrepreneurship	Entrepreneurship
	Finance	Finance
		International Business
		Management
		Marketing

Students planning to pursue one of the career opportunities in Information Technology can plan a program of study to meet the following performance standards:

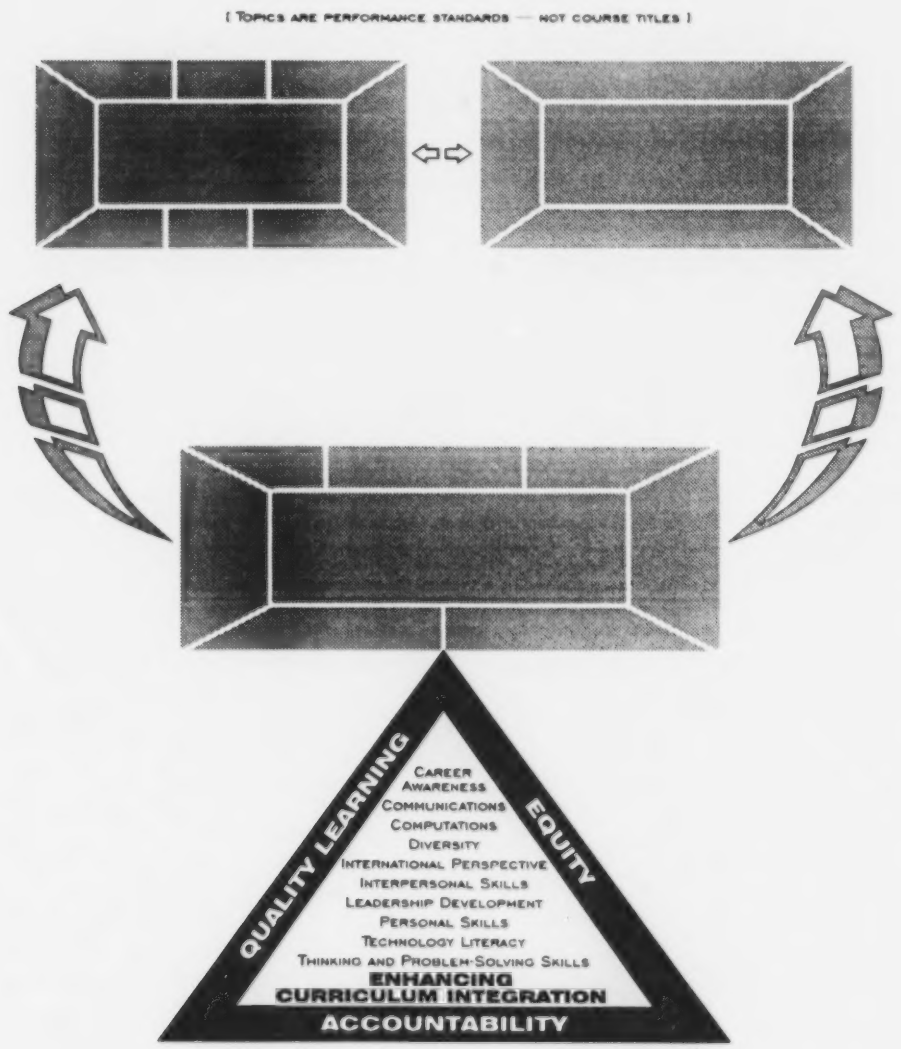
Information Technology Performance Standards for Business Students		
Elementary Level	**Middle Level**	**Secondary Level**
		Systems and Implementation
		Technology Issues and Concerns
Technology Awareness	Technology Exploration & Applications	Technology Operations
		Telecommunications

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/ Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Performance Standards for Enhancing Curriculum Integration K-12

These performance standards describe the skills and concepts **all** students need to be responsible members of society. Business educators are encouraged to collaborate with local staff to infuse the following performance standards into the curriculum in **all** disciplines throughout the K-12 educational system.

Within the triangle, the performance standards are presented in alphabetical order—not in order of priority.



BEST COPY AVAILABLE

Career Awareness	Students will understand career paths and strategies for obtaining employment within their chosen fields. They will describe the role of their various fields within a productive society, including the purposes of professional, educational, business, and community organizations.
Communications	Students will understand principles of effective communication. They will communicate in verbal, nonverbal, and written form. They will read, actively listen, and follow instructions, requesting clarification or additional information as needed.
Computations	Students will understand basic computations needed to transact business in their professional and personal lives. They will practice estimating and develop an understanding of money.
Diversity	Students will understand and respect differences of individuals on the basis of race, color, religion, national origin, gender, disability, economic status, and other attributes that contribute to diversity among individuals. They will demonstrate sensitivity and project nonbiased attitudes.
International Perspective	Students will understand how international events influence their lives. They will explore their responsibilities and opportunities in a global economy.
Interpersonal Skills	Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles.
Leadership Development	Students will understand the personal qualities that are the basis for developing leadership skills. They will identify and use leadership skills in a variety of individual and group situations.
Personal Skills	Students will understand the importance of personal skill development. They will exhibit positive attitudes, self-confidence, perseverance, self-discipline, a healthy lifestyle, and recognize the need for lifelong learning and ethical behavior.
Technology Literacy	Students will understand why and how to employ technologies relevant to their situations. They will utilize technological tools to enhance their professional and personal lives.
Thinking and Problem-Solving Skills	Students will understand and exhibit critical and creative thinking, logical reasoning, decision making, and problem-solving skills. They will recognize problem situations; identify, locate, and organize information; and propose, evaluate, and select solutions.

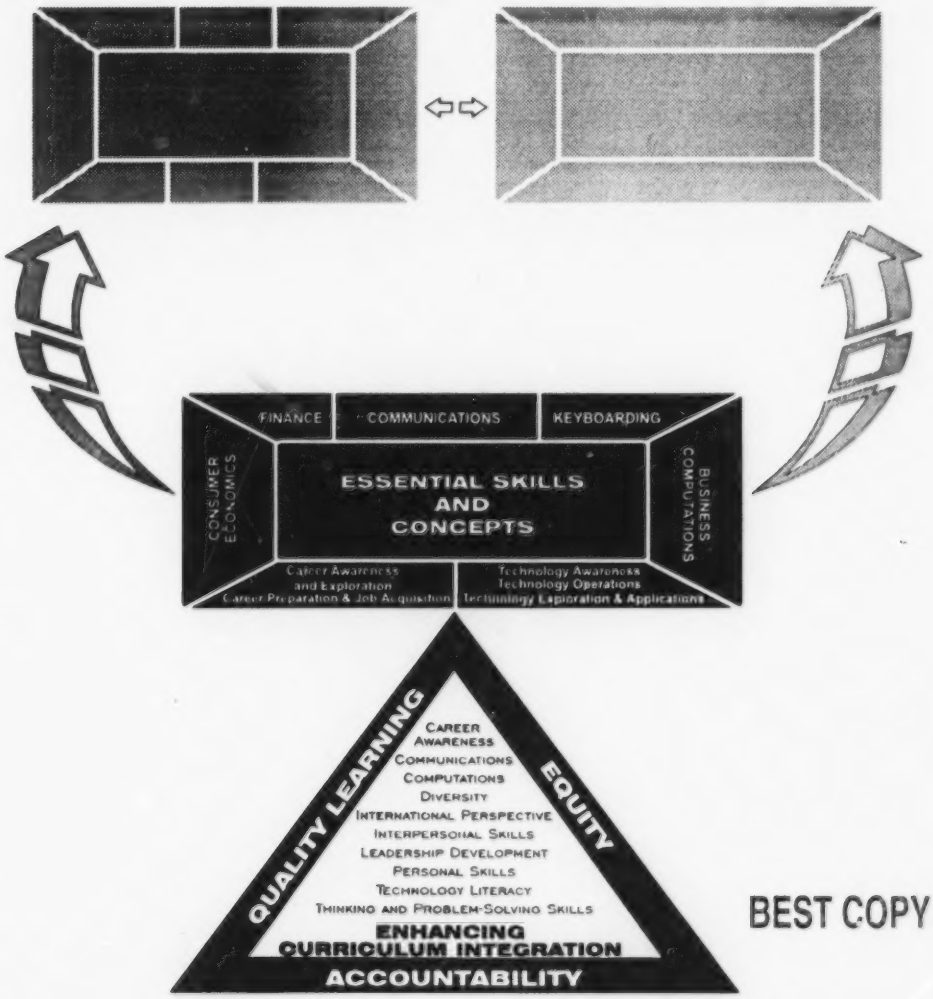
Essential Skills and Concepts Performance Standards

The existing elementary school curriculum provides sound foundations in basic concepts. The Essential Skills and Concepts Performance Standards enhance these basic concepts and introduce students to elementary level concepts in business, technology, and career awareness.

The middle school curriculum moves beyond elementary level concepts to offer opportunities for developing skills needed to pursue career goals. The Business Education Framework facilitates the reinforcement of basic concepts while introducing business and technological skills.

The secondary curriculum provides the essential business skills and knowledge necessary to enhance personal living skills and to pursue advanced education and/or employment in a business.

[TOPICS ARE PERFORMANCE STANDARDS — NOT COURSE TITLES]



BEST COPY AVAILABLE

Business Computations Performance Standard

Middle Level

Students will understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Estimating—solve problems by predicting solutions
- Making Change—calculate and count change
- Percentages—figure prices and interest
- Statistics—analyze and interpret statistical data in charts, tables, and graphs

Career Awareness and Exploration Performance Standard

Elementary Level

Students will understand career options and explore work concepts. They will demonstrate competency by recognizing individual talents and interests and identifying occupations.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Explore Occupations—interview and/or shadow adults and community workers
- Self Assessment—develop an appreciation of self and others

Career Awareness and Exploration Performance Standard

Middle Level

Students will understand career options and explore concepts for working in a global society. They will demonstrate competency by identifying and describing a variety of industries, occupations, and employment skills.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Career Interest—assess personal interests related to career opportunities
- Career Qualifications—identify qualifications required for various occupations
- Career Research—explore a variety of domestic and global occupations
- Community Interaction—participate in volunteer experiences with members of the community
- Interpersonal Skills—demonstrate social skills that employers expect of workers
- Job Acquisition—develop employment documents and interview skills
- Job Survey—explore career opportunities through contact with business people

Career Preparation and Job Acquisition Performance Standard

Secondary Level

Students will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, exploring career options, and applying job acquisition skills.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Career Exploration—explore career opportunities and projected trends nationally and internationally; investigate required education, training, and experience; and develop an individual educational plan
- Employment Transitions—examine effects of job changes and identify sources for retraining and career transition
- Goal Setting—practice setting goals and writing career goals and objectives
- Interest and Aptitude Assessments—examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
- Job Acquisition—complete employment documents and the interview process
- Work Ethics—demonstrate positive work habits and strive to achieve personal job satisfaction
- Workplace Learning—participate in shadowing, mentoring, internships, paid cooperative education experiences, and/or volunteer experiences in the community to prepare for transition from school to work

Communications Performance Standard

Elementary Level

Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Listening—demonstrate active listening
- Reading—read to interpret directions and acquire knowledge
- Speaking—present ideas and thoughts through effective verbal communication
- Writing—express ideas and thoughts in appropriate written format

Communications Performance Standard

Middle Level

Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Communications—present a positive image through verbal and nonverbal communication
- Listening—demonstrate active listening
- Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology
- Reading—read to interpret directions and acquire knowledge
- Telephone Communications—use telephone skills to accomplish personal business
- Writing—utilize writing skills in notetaking, composition, and daily activities

Communications Performance Standard

Secondary Level

Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Communications—present a positive image through verbal and nonverbal communication
- Correspondence—compose, format, and edit correspondence
- International Communications—develop an awareness of the language and varying customs required for international communications
- Listening—demonstrate active listening
- Pluralistic Communications—demonstrate sensitivity toward and appreciation for a diverse population
- Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology
- Proofreading—edit and correct text for grammatical/spelling errors not identified through spell/grammar checking software programs
- Technical Reading—understand the content of technical reading material by following directions or accurately interpreting data
- Technical Writing—write instructions for technical procedures
- Technology—use appropriate forms of technology for communications

Consumer Economics Performance Standard

Elementary Level

Students will understand how consumers and producers contribute to the economy. They will demonstrate competency by developing concepts of choice, government, markets, money, and work.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Choice—apply the concepts of scarcity, opportunity costs, and trade-offs to choices made by consumers and producers
- Government—discuss the government's role in the production and distribution of goods and services
- Markets—recognize how decisions made by consumers, producers, workers, savers, and investors influence the supply and demand for goods and services
- Money—describe the use of money as a unit of measurement and a medium of exchange in a global economy
- Work— explore the responsibilities and choices relating to paid and unpaid work

Consumer Economics Performance Standard

Middle Level

Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Economic Systems—describe how traditional, command, and market economic systems determine what shall be produced, how it is produced, and for whom it is produced
- Macroeconomics—explore macroeconomic concepts including gross domestic product, unemployment, trade practices, and exchange rates
- Microeconomics—explore microeconomic concepts including prices, competition, income distribution, and supply and demand
- Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge
- Productivity—analyze the impact of investments and specialization on individual and business output

Economics Performance Standard

Secondary Level

Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Economic Measures—describe measurement concepts and methods used to explain economic developments and assess economic performance including gross domestic product, aggregate supply and demand, inflation and deflation, and the balance of payments
- Economic Systems—compare the achievement of different economic systems relative to economic freedom, efficiency, equity, security, and growth
- International Economics—discuss the concepts of comparative advantage, barriers to trade, exchange rates, and balance of payments affecting international growth and stability
- Macroeconomics—analyze macroeconomic situations and determine alternative government policies and consequences
- Microeconomics—analyze microeconomic situations and determine appropriate actions for the individual consumer and the organization
- Public Policy—identify the costs and benefits of government taxing, spending, and regulation

Finance Performance Standard

Middle Level

Students will understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Budgeting—develop a personal budget, including income, expenses, savings, and taxes
- Consumer Credit—describe the use of credit services and the responsibilities associated with maintaining a good credit rating
- Financial Services—utilize appropriate banking services
- Risk Management—recognize the benefits and costs associated with the different types of insurance

Keyboarding Performance Standard

Elementary Level

Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Composition—create and key personal documents
- Formatting—format reports and other miscellaneous documents
- Operation—demonstrate proper keyboarding techniques by keying alphabetic and numeric information

Keyboarding Performance Standard

Middle Level

Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Composition—create and key personal and business documents
- Formatting—format letters, reports, and other miscellaneous documents
- Operation—demonstrate proper keyboarding techniques by keying alphabetic, numeric, and symbolic information

Technology Awareness Performance Standard

Elementary Level

Students will understand basic operations and use of technology to enhance learning. They will demonstrate competency by completing educational and personal tasks using technology.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Applications—use a variety of software
- Appreciation—recognize the importance of technology
- Composition—create and key documents
- Operation—demonstrate proper use and care of equipment
- Telecommunications—use technology to send and receive information

Technology Exploration and Applications Performance Standard

Middle Level

Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, and desktop publishing
- Career Opportunities—explore the use of technology in current and future careers
- Hardware Components—identify workstation components and demonstrate appropriate operation of equipment and peripherals
- Operations—analyze the ways in which a computer processes information and performs tasks
- Social Issues—discuss the technological issues of ethics and etiquette on emerging technologies and the impact on society
- Technology Innovations—explore the role of technology in future applications
- Telecommunications—use electronic resources to access, retrieve, and transmit information

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Technology Operations Performance Standard

Secondary Level

Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Instructional content leading to mastery of the performance standard should include but is not limited to:

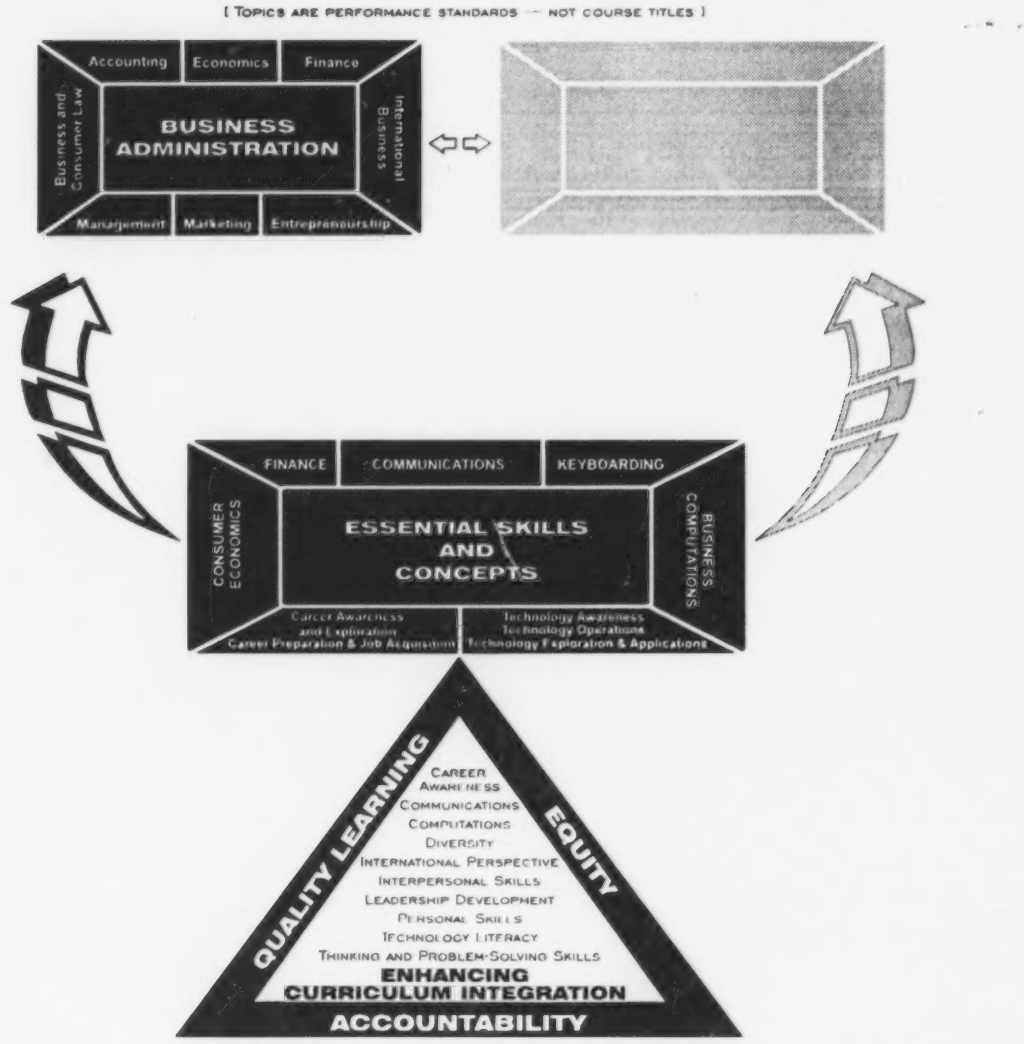
- Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, authoring, desktop publishing, and presentation software
- Decision-Making Skills—solve problems using critical thinking and technological skills to promote productivity
- Global Communications—demonstrate skills for communicating in an international, pluralistic business environment
- Keyboard Mastery—demonstrate proficiency in the touch method of keyboarding, emphasizing speed, accuracy, and productivity
- Technical Skills—use operating platforms, categorize data, operate industry-standard equipment, and utilize information resources
- Transitional Skills—practice and use technological knowledge and skills in personal, educational, and employment settings
- Troubleshooting—identify and correct basic hardware and software problems

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Business Administration Performance Standards

The Business Administration Performance Standards build on the standards introduced at the elementary and middle levels. These performance standards facilitate integration with other disciplines and articulation with other educational levels. They emphasize both personal and business practices utilizing activities for all students in a pluralistic society.

The elementary and middle level performance standards focus on concepts for effective decision making as consumers and workers. Instructional content at the secondary level identifies career opportunities in business, reinforces the skills necessary for school-to-work transition, develops leadership qualities, provides foundation concepts for postsecondary study in business, and enhances effective decision making as consumers, workers, and citizens.



69
BEST COPY AVAILABLE

Accounting Principles Performance Standard

Secondary Level

Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Accounting Cycle—apply the accounting cycle to various forms of business organizations
- Analysis—demonstrate the interpretation of financial statements for personal and business decisions
- Automated Accounting Systems—use technology to prepare and maintain accounting records
- Employment Opportunities—identify career opportunities available in the field of accounting
- Financial Computations—use mathematical concepts to compute financial transactions
- Internal Control—explain the principles of checks and balances as they relate to various accounting systems
- Payroll—apply payroll theory and procedures
- Planning and Management—demonstrate accounting procedures and practices related to inventory control, budgetary planning, and financial statement analysis

Business Computations Performance Standard

*Middle Level**

Students will understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Estimating--solve problems by predicting solutions
- Making Change—calculate and count change
- Percentages—figure prices and interest
- Statistics—analyze and interpret statistical data in charts, tables, and graphs

* **This standard is also included in Essential Skills and Concepts**

Business and Consumer Law Performance Standard

Secondary Level

Students will understand the legal rights and responsibilities relevant to personal and business practices. They will demonstrate competency by analyzing and applying personal and business law.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Assistance Agencies—identify sources of public and private agencies that assist and protect individuals and businesses
- Contracts—describe the basic elements, requirements, and obligations for an enforceable contract
- Employment Opportunities—explore career opportunities available in the field of law
- Ethics—discuss the ethical responsibilities of individuals and society
- Government Regulations—examine the principal areas of government regulation of personal and business activities
- International Legal Issues—research how differences in laws among countries complicate business operations
- Legal Rights—discuss laws that protect individual and organizational rights

Consumer Economics Performance Standard

*Elementary Level**

Students will understand how consumers and producers contribute to the economy. They will demonstrate competency by developing concepts of choice, government, markets, money, and work.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Choice—apply the concepts of scarcity, opportunity costs, and trade-offs to choices made by consumers and producers
- Government—discuss the government's role in the production and distribution of goods and services
- Markets—recognize how decisions made by consumers, producers, workers, savers, and investors influence the supply and demand for goods and services
- Money—describe the use of money as a unit of measurement and a medium of exchange in a global economy
- Work—explore the responsibilities and choices relating to paid and unpaid work

Consumer Economics Performance Standard

*Middle Level**

Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Economic Systems—describe how traditional, command, and market economic systems determine what shall be produced, how it is produced, and for whom it is produced
- Macroeconomics—explore macroeconomic concepts including gross domestic product, unemployment, trade practices, and exchange rates
- Microeconomics—explore microeconomic concepts including prices, competition, income distribution, and supply and demand
- Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge
- Productivity—analyze the impact of investments and specialization on individual and business output

* **These standards are also included in Essential Skills and Concepts**

Economics Performance Standard

*Secondary Level**

Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Economic Measures—describe measurement concepts and methods used to explain economic developments and assess economic performance including gross domestic product, aggregate supply and demand, inflation and deflation, and the balance of payments
- Economic Systems—compare the achievement of different economic systems relative to economic freedom, efficiency, equity, security and growth
- International Economics—discuss the concepts of comparative advantage, barriers to trade, exchange rates, and balance of payments affecting international growth and stability
- Macroeconomics—analyze macroeconomic situations and determine alternative government policies and consequences
- Microeconomics—analyze microeconomic situations and determine appropriate actions for the individual consumer and the organization
- Public Policy—identify the costs and benefits of government taxing, spending, and regulation

* **This standard is also included in Essential Skills and Concepts**

Entrepreneurship Performance Standard

Middle Level

Students will understand entrepreneurship and describe its role in the private enterprise system. They will demonstrate competency by identifying product or service businesses that will meet consumer demands.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, and franchises
- Entrepreneurial Potential—explore entrepreneurship as a career opportunity
- Leadership—describe characteristics required for successful business ownership
- Profit—discuss the importance of profit for successful business ownership

Entrepreneurship Performance Standard

Secondary Level

Students will understand how to organize and operate a business. They will demonstrate competency by applying entrepreneurial concepts in domestic and international systems.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Business Environment—explore external events and forces which affect business
- Business Operations—participate in activities by applying functional areas of business (Economics, Marketing, Management, Accounting, Finance, Management Information Systems and Production) as they relate to internal operations of a new or existing business
- Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, cooperatives, franchises, and limited liability companies
- Business Plan—develop a business plan for organizing and operating a business
- Community and Financial Resources—research and identify public and private sources of assistance
- Innovation—generate ideas for new or improved products or services
- Leadership—demonstrate leadership skills by working with others

Finance Performance Standard

*Middle Level**

Students will understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Budgeting—develop a personal budget, including income, expenses, savings, and taxes
- Consumer Credit—describe the use of credit services and the responsibilities associated with maintaining a good credit rating
- Financial Services—utilize appropriate financial institutions
- Risk Management—recognize the benefits and costs associated with the different types of insurance

* **This standard is also included in Essential Skills and Concepts**

Finance Performance Standard

Secondary Level

Students will understand the use of financial principles in making personal and business decisions. They will demonstrate competency by applying and analyzing concepts and principles.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Banking and Financial Services—identify and utilize financial services and resources necessary to obtain a loan
- Credit Management—evaluate the use of credit in a personal or business situation
- Employment Opportunities—identify career opportunities available in the field of finance
- Governing Agencies—identify agencies that provide support and advice for personal or business decisions
- Investments—differentiate between various savings and investment opportunities
- Resource Management—evaluate the most effective use of resources including time, money, and energy
- Risk Management—analyze the benefits and costs associated with different types of insurance
- Savings—explain the benefits of saving for financial goals
- Taxes—demonstrate an understanding of personal tax laws including sales, property, and income tax by completing tax forms

International Business Performance Standard

Secondary Level

Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Collaborative Applications—relate international issues to personal experiences, research, or current events
- Customs and Beliefs—recognize social, religious, and political similarities and differences
- Employment Opportunities—identify foreign and domestic career opportunities available in the field of international business
- Global Networking—identify and utilize resources at the local, state, and national levels to conduct international business
- Protocol—demonstrate behavior inherent to conducting international business
- Trade Agreements and Regions—examine the impact and importance of current trade agreements and trade regions, such as Pacific Rim and European Common Market

Management Performance Standard

Secondary Level

Students will understand the principles of managing a business. They will demonstrate competency by describing and applying management functions, principles, and processes that contribute to the achievement of organizational goals.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Basic Management Functions—practice the five management functions: planning, organizing, directing, staffing, and controlling
- Change Theory—analyze how economic, technological, and social changes affect employer and employee responsibilities
- Employment Opportunities—identify career opportunities available in the field of management
- Human Resources Development and Management—research methods that an organization can use to manage a pluralistic workforce
- Managerial Characteristics—demonstrate management skills including compromise, team building, consensus building, time management, and flexibility
- Managerial Ethics—discuss managerial situations presenting ethical dilemmas
- Management Information Systems—analyze the impact of management information systems and use technological applications
- Management Styles—compare management styles and how they affect productivity
- Operations and Compliance—explore operating policies and procedures that address government regulations

Marketing Performance Standard

Secondary Level

Students will develop an understanding and appreciation of the marketing concept and its application in the business world. They will demonstrate competency by applying marketing knowledge to a variety of business situations.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Employment Opportunities—discuss the importance of marketing careers in a free enterprise economy and identify opportunities in the field of marketing
- Marketing Information Management—describe the nature and scope of marketing information management, emphasizing the importance of market research
- Marketing Mix—apply the basic elements of the marketing mix (product/service planning, place, price, and promotion) to business situations
- Profit Motive—describe the importance of physical distribution, inventory control, financial controls and risk management in making money in a business environment
- Promotional Strategies—discuss the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment
- Purchasing—describe the primary purposes of purchasing and their relationship to the marketing mix and profitability

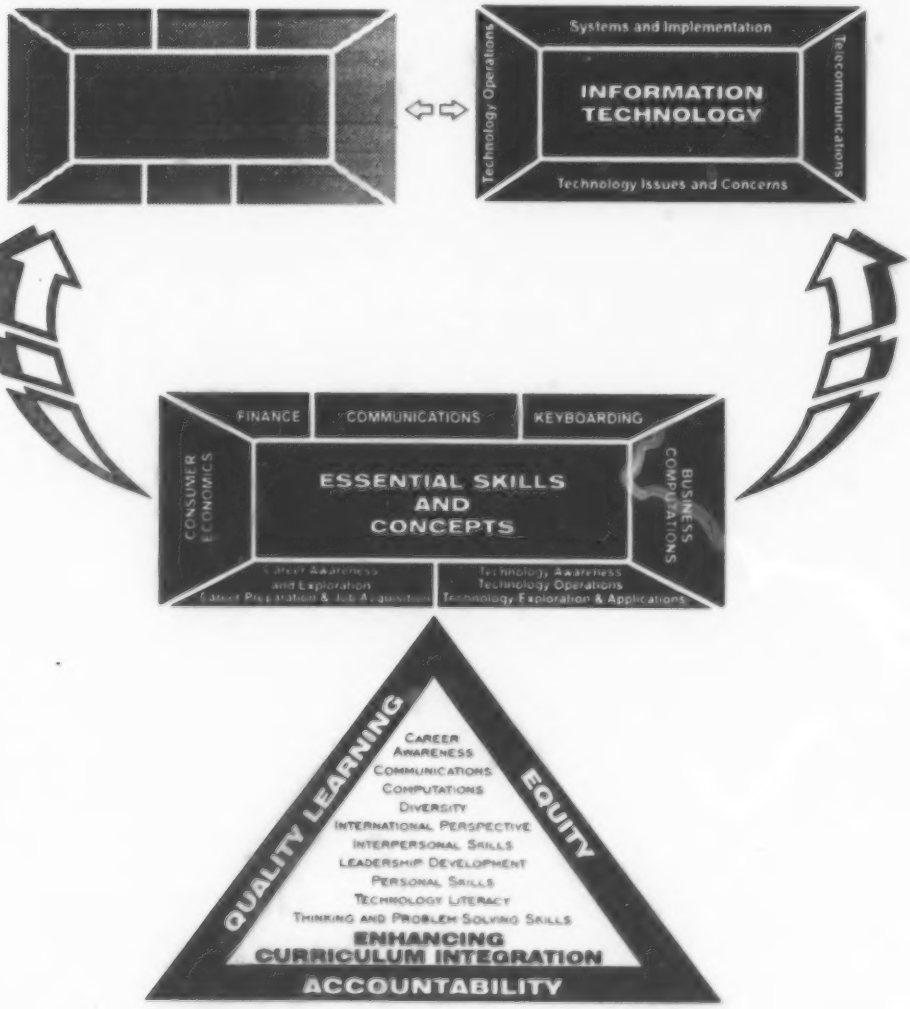
Note: One- and two-year Marketing programs are available in a number of Nebraska high schools to meet the needs of students interested in careers in marketing, management, and entrepreneurship. Please refer to the Nebraska Marketing Education Curriculum Handbook and the Nebraska Marketing Education One- and Two-Year Curriculum Guides for curriculum information.

Information Technology Performance Standards

The Information Technology Performance Standards build on the standards introduced at the elementary and middle levels. These performance standards facilitate integration with other disciplines and articulation with other educational levels. They emphasize both personal and business practices utilizing activities for all students in a pluralistic society.

The elementary and middle level performance standards focus on concepts for technological decision making as consumers and workers. Instructional content at the secondary level identifies career opportunities in technology, reinforces collaborative applications, creates an awareness of the social issues surrounding technology, and enhances technological skills and knowledge for use in personal, educational, and employment settings.

[Topics are performance standards — not course titles.]



BEST COPY AVAILABLE

Systems and Implementation Performance Standard

Secondary Level

Students will understand the factors contributing to a productive workforce in a pluralistic, technologically oriented environment. They will demonstrate competency by creating, developing, and producing information as an individual or a team member.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Management Skills—prioritize work to fulfill responsibilities, to meet deadlines, and to utilize negotiation skills
- Occupational Safety—demonstrate safety practices to maintain a safe and secure technological work environment
- Records Management—classify, store, retrieve, archive, and purge paper and computer-based records
- Teamwork—demonstrate the ability to work with others in a diverse and global environment
- Work Environment—design and organize an ergonomically correct work environment that maximizes productivity while considering human needs, budgetary guidelines, equipment, and supplies
- Work Ethic—demonstrate positive work habits and strive to achieve personal job satisfaction

Technology Awareness Performance Standard

*Elementary Level**

Students will understand basic operations and use of technology to enhance learning. They will demonstrate competency by completing educational and personal tasks using technology.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Applications—use a variety of software
- Appreciation—recognize the importance of technology
- Composition—create and key documents
- Operation—demonstrate proper use and care of equipment
- Telecommunications—use technology to send and receive information

* **This standard is also included in Essential Skills and Concepts**

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Technology Exploration and Applications Performance Standard

*Middle Level**

Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, and desktop publishing
- Career Opportunities—explore the use of technology in current and future careers
- Hardware Components—identify workstation components and demonstrate appropriate operation of equipment and peripherals
- Operations—analyze the ways in which a computer processes information and performs tasks
- Social Issues—discuss the technological issues of ethics and etiquette on emerging technologies and the impact on society
- Technology Innovations—explore the role of technology in future applications
- Telecommunications—use electronic resources to access, retrieve, and transmit information

* **This standard is also included in Essential Skills and Concepts**

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Technology Issues and Concerns Performance Standard

Secondary Level

Students will understand the benefits, consequences, and implications of living and working in a technological world. They will demonstrate competency by recognizing, practicing, and evaluating professional procedures related to social issues and future trends.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Employment Opportunities—research and investigate technological knowledge and skills required by employers
- Social and Legal Issues—analyze the technological issues and impact on society of access, privacy, confidentiality, ethics, and emerging technologies
- Technological Etiquette—demonstrate professional attitude and responsibility in using technology

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Technology Operations Performance Standard

*Secondary Level**

Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, authoring, desktop publishing, and presentation software
- Decision-Making Skills—solve problems using critical thinking and technological skills to promote productivity
- Global Communications—demonstrate skills for communicating in an international, pluralistic business environment
- Keyboard Mastery—demonstrate proficiency in the touch method of keyboarding, emphasizing speed, accuracy, and productivity
- Technical Skills—use operating platforms, categorize data, operate industry-standard equipment, and utilize information resources
- Transitional Skills—practice and use technological knowledge and skills in personal, educational, and employment settings
- Troubleshooting—identify and correct basic hardware and software problems

* **This standard is also included in Essential Skills and Concepts**

Note: The use of the term *technology* within this framework refers to the use of technology within the Business Education program. Technology Education is a nationally recognized discipline evolving from what has been traditionally referred to as Industrial Arts/Industrial Education. Technology Education is a discipline not to be confused with the use of technology within Business Education or a school's use or development of educational technology.

Telecommunications Performance Standard

Secondary Level

Students will understand the principles and procedures of transmitting information electronically. They will demonstrate competency by generating and communicating information through the use of electronic resources.

Instructional content leading to mastery of the performance standard should include but is not limited to:

- Business Decisions—analyze cost, ease of use, and timelines of telecommunications services
- Collaborative Applications—develop an awareness of calendaring, scheduling, and videoconferencing
- Communication Applications—use communication services and applications including telephones, bulletin boards, on-line information services, electronic/voice mail, and fax machines
- International Communications—develop an awareness of the protocol for international communications including languages, customs, and time zones
- Troubleshooting—identify and correct basic hardware and software problems that occur in telecommunications

Effective 7/1/91

COMPONENTS OF A BASE PROGRAM FOR

SECONDARY BUSINESS EDUCATION

I. TEACHER shall meet the requirements as outlined in either A, B, or C.

A. Business Education Field Endorsement

1. Teacher of either Business Procedures and/or Accounting II must have a Business Education Field Endorsement.

2. A teacher-coordinator of Cooperative Vocational Education must have taken a course in which the main emphasis is the study of Cooperative Vocational Education as a part of the professional preparation.

B. Two Business Education Subject Endorsements plus a minimum of six hours of vocational education and business-related work experience.

1. Two Business Education subject endorsements shall include both of the following:

a. Basic Business Subject Endorsement

b. General Office Education Subject Endorsement - This subject endorsement was dropped effective January 3, 1990.

2. Six hours of vocational education will be required from the following coursework:

a. Principles and Philosophy of Vocational Education - 3 hours

b. Cooperative Education Techniques or Principles of Adult Education - 3 hours

A teacher-coordinator of Cooperative Vocational Education must have taken a course in which the main emphasis is the study of Cooperative Vocational Education as a part of the professional preparation.

c. Vocational Special Needs - 3 hours

3. Work experience in a business occupation shall be filled in one of the following ways:

a. Paid full-time employment for at least 6 months or the equivalent of 1,000 hours in accumulated part-time employment in an acceptable field(s) of business.

b. Enrollment in a practicum with at least 180 hours of employment in an acceptable field of business under the direction and supervision of a qualified, experienced vocational teacher educator at a teacher education institution.

C. Vocational Approval, granted by the Vocational Division, Nebraska Department of Education.

printed on recycled paper

II. CURRICULUM

A. The 7th through 12th grade secondary business education program will include coursework which will prepare the student for business employment. The course content of the following courses must follow the course description in the BUSINESS EDUCATION HANDBOOK FOR NEBRASKA. The base program may consist of one of these two options depending upon student needs.

1. Business Administration

Information Processing (1 semester) *
Economic Education (1 semester) **
Keyboarding (1 semester) ***
Accounting (1 year) ***
Accounting II (1 year) ****
Business Communications/Applied Communication (1 semester) ***
Entrepreneurship/Business Management (1 semester) ***
(General Business will not qualify)

2. Business Employment

Economic Education (1 semester) **
Keyboarding (1 year) ***
Business Communications/Applied Communication (1 semester) ***
Accounting I (1 year) ***
Business Procedures (1 semester) ****
Information Processing (2 semesters) ***
(The second semester may be replaced by a second semester of Business Procedures)

*Course does not have to be a business education course offering.

**Economic Education could be offered or be included in such courses as Personal Finance or Consumer Economics. Courses offered in consumer education by the Home Economics or Social Studies departments will also be acceptable if the course is crosslisted, titled Consumer Education or Consumer Economics, and open to all students.

***Course must be taught by an endorsed business education teacher. Teacher must hold a field endorsement or appropriate subject endorsement in business education. Business Communications may be taught by a qualified English instructor incorporating the Applied Communications materials and/or the NEBRASKA BUSINESS COMMUNICATIONS GUIDE as resources.

****Course must be taught by a teacher meeting the requirements as outlined in Section I, Part A of the Components of a Base Program for Secondary Vocational Business Education. Access to a microcomputer is mandatory.

B. Vocational Student Organizations

Leadership development instruction shall be a key component of the curriculum in Business Education. The United States and Nebraska Departments of Education recognize vocational student organizations as an integral part of this instructional program. These organizations provide a realistic learning environment to reinforce the vocational skills and leadership training a student receives in the classroom, in the community, and on the job.

A chapter of Future Business Leaders of America is a strongly recommended component of Business Education. The Future Business Leaders of America program of activities should be designed to enhance employability, citizenship, and skill development in interpersonal relations, communication, ethical decision making, creativity, and group dynamics.

III. EQUIPMENT

A base program must include the following equipment for student use:

- Microcomputers with printing capabilities
- Dictation/transcription equipment
- Electronic printing calculators

IV. EXTENDED TEACHER-COORDINATOR EMPLOYMENT

Each business education program utilizing the cooperative education method of instruction will employ a teacher-coordinator on an extended contract. The length of the extended contract should be determined by the local board of education after consideration of recommendations from the local vocational advisory council/committee.

V. LOCAL ADVISORY COMMITTEES

A local advisory committee for vocational education, or program advisory committee, must be utilized. In those situations where funding is being administered through a consortium, the local advisory committee applies at the consortium level. However, local advisory committees at the individual school/district level are also strongly encouraged. The advisory committee which meets regularly, is a group of persons representing business, industry, labor, public agencies, education, and the community for the purpose of providing counsel, direction, and assistance to vocational education.

Committee representation must include at least two individuals from each of the three groups listed below:

- Individuals each representing a specific, special population, including disabled, educationally or economically disadvantaged, limited-English proficient, incarcerated, and individuals who participate in programs designed to eliminate sex bias.

- Representative of business, industry, labor, public agencies, and the community.

- Parents, career guidance and counseling personnel, and students.

Other persons may be asked to participate at the discretion of the local education agency. Ex-officio members should include vocational teachers, teachers who represent areas other than vocational education, and administrators.

Nebraska Tech Prep Implementation Model for Business Education

Business Administration Performance Standards

	ELEMENTARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL		POSTSECONDARY LEVEL				
					1	2		3	4
*SUBJECT	Health Language Arts Mathematics Physical Education Science Social Studies Visual and Performing Arts	Language Arts Mathematics Physical Education/Health Science Social Studies Visual and Performing Arts	Foreign Language-Intermediate Low Language Arts Mathematics Physical Education/Health Science Social Sciences Visual and Performing Arts	TRANSITION TO WORK			TRANSITION TO WORK		
TECHNICAL CORE	**Essential Skills & Concepts Performance Standards** Career Awareness and Exploration Communications Consumer Economics Keyboarding Technology Awareness	**Essential Skills & Concepts Performance Standards** Business Computations Career Awareness and Exploration Communications Consumer Economics Finance Keyboarding Technology Exploration and Applications	**Essential Skills & Concepts Performance Standards** Career Preparation and Job Acquisition Communications Economics Technology Operations						
**TECHNICAL SPECIALTY		**Business Administration Performance Standards** Business Computations Consumer Economics Entrepreneurship Finance	**Business Administration Performance Standards** Accounting Principles Business and Consumer Law Economics Entrepreneurship Finance International Business Management Marketing						

Integration between high schools and postsecondary institutions provides the necessary coverage of essential skills and technical specialty areas while avoiding overlap and duplication. The vertical and horizontal dimensions of the Tech Prep Implementation Model, which have a technical specialty in Business Administration, are fundamentally important to the application of academics and technically oriented coursework. The dimensions are represented in this model by three broad elements: academics, Essential Skills and Concepts Performance Standards, and Business Administration Performance Standards. In this model, **the focus is on "what students should know and be able to do" rather than on specific course titles.** Topics listed under Technical Core and Technical Specialty are performance standards, not course titles. Used in conjunction with the Nebraska Business Education Framework, this model infuses all three elements in grades K-12. This Tech Prep implementation model is not prescriptive; it is intended as a foundation for developing articulated and integrated drawing boards.

* Local school district establishes programs based on the framework and/or guidelines for each discipline and within the requirements of Rule 10.

** Must meet Nebraska Base Components for Business Administration. Refer to 1994 Nebraska State Plan for Vocational and Applied Technology.

BEST COPY AVAILABLE

Nebraska Tech Prep Implementation Model for Business Education

Information Technology Performance Standards

	ELEMENTARY LEVEL	MIDDLE LEVEL	SECONDARY LEVEL		POSTSECONDARY LEVEL				
					1	2		3	4
*SUBJECT	Health Language Arts Mathematics Physical Education Science Social Studies Visual and Performing Arts	Language Arts Mathematics Physical Education/Health Science Social Studies Visual and Performing Arts	Foreign Language-Intermediate Low Language Arts Mathematics Physical Education/Health Science Social Sciences Visual and Performing Arts	TRANSITION TO WORK			TRANSITION TO WORK		
TECHNICAL CORE	**Essential Skills & Concepts** **Performance Standards** Career Awareness and Exploration Communications Consumer Economics Keyboarding Technology Awareness	**Essential Skills & Concepts** **Performance Standards** Business Computations Career Awareness and Exploration Communications Consumer Economics Finance Keyboarding Technology Exploration and Applications	**Essential Skills & Concepts** **Performance Standards** Career Preparation and Job Acquisition Communications Economics Technology Operations						
**TECHNICAL SPECIALTY		**Information Technology** **Performance Standards** Technology Exploration and Applications	**Information Technology** **Performance Standards** Systems and Implementation Technology Issues and Concerns Technology Operations Telecommunications						

Integration between high schools and postsecondary institutions provides the necessary coverage of essential skills and technical specialty areas while avoiding overlap and duplication. The vertical and horizontal dimensions of the Tech Prep Implementation Model, which have a technical specialty in Information Technology, are fundamentally important to the application of academics and technically oriented coursework. The dimensions are represented in this model by three broad elements: academics, Essential Skills and Concepts Performance Standards, and Information Technology Performance Standards. In this model, **the focus is on "what students should know and be able to do" rather than on specific course titles.** Topics listed under Technical Core and Technical Specialty are performance standards, not course titles. Used in conjunction with the Nebraska Business Education Framework, this model infuses all three elements in grades K-12. This Tech Prep implementation model is not prescriptive; it is intended as a foundation for developing articulated and integrated drawing boards.

* Local school district establishes programs based on the framework and/or guidelines for each discipline and within the requirements of Rule 10.

** Must meet Nebraska Base Components for Business Employment. Refer to 1994 Nebraska State Plan for Vocational and Applied Technology.

High Performance Learning Model

REFERENCES

Association for Supervision and Curriculum Development. *The Governance of Curriculum, ASCD Yearbook*, 1994. Alexandria, VA.

California Department of Education. *Business Education Career Path and Model Curriculum Standards*, 1994. Sacramento, CA.

California Department of Education. *Second to None: A Vision of the New High School*, 1992. Sacramento, CA.

Christensen, Doug. *High Performance Learning: A Model for Redesigning Education for All Nebraska Students*, 1992. Nebraska Department of Education, Lincoln, NE.

Foran, James, David Pucel, Rosemary Fruehling, and Janice Johnson. *Effective Curriculum Planning*, 1992. Paradigm Publishing Company, Eden Prairie, MN.

Marketing Education Resource Center. *General Marketing Curriculum Guide*, 1991. Columbus, OH.

Marketing Education Resource Center. *National Curriculum Framework*, 1987. Columbus, OH.

National Business Education Association. *Expanding Horizons in Business Education, NBEA Yearbook No. 32*, 1994. Reston, VA.

National Business Education Association. *A Global Look at Business Education, NBEA Yearbook No. 29*, 1991. Reston, VA.

National Business Education Association. *The Hidden Curriculum, NBEA Yearbook No. 30*, 1992. Reston, VA.

National Business Education Association. *National Business Curriculum Model*, Draft, 1994. Reston, VA.

National Council on Economic Education. *A Framework for Teaching Basic Economic Concepts*, 1994. New York, NY.

National Council on Economic Education. *Scope and Sequence Guidelines K-12*, 1994. New York, NY.

Nebraska Department of Education. *Business Education Handbook*, 1989. Lincoln, NE.

Nebraska Department of Education. *Enhancing Learning Environments Through Curriculum Integration*, 1992. Lincoln, NE.

Nebraska Department of Education. *Mathematics & Science Frameworks for Nebraska Schools*, 1994. Lincoln, NE.

Nebraska Department of Education. *Nebraska Marketing Education Curriculum Handbook*, 1991. Lincoln, NE.

Nebraska Department of Education. *Strategic Plan for Business Education, Phases I & II*, 1993. Lincoln, NE.

Stern, David, Neal Finkelstein, James R. Stone III, John Latting, Carolyn Dornsife. *Research on School-To-Work Transition Programs in the United States*, 1994. National Center for Research in Vocational Education, Berkeley, CA.

United States Department of Education. *America 2000: An Education Strategy*, 1991. Washington, DC.

United States Department of Labor, Secretary's Commission on Achieving Necessary Skills. *What Work Requires of Schools: A SCANS Report for America 2000*, 1991. Washington, DC.

West, Frances, Larry Brown, and Jennifer Brown. *Multicultural Infusion: Lake Clifton-Eastern High School*, 1993. Baltimore, MD.